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ABSTRACT

This five-part anthology presents descriptions of 22 classroom projects undertaken by a consortium of Missouri community colleges and elementary and secondary schools, directed by St. Louis Community College. The collection comprises the following articles: "Views of an Elementary Teacher" (Susan Biffignani); "Writing To Learn and Co-operative Learning Go Hand-in-Hand When Teaching an Intro to Computers Class" (Mary E. East); "Directories: Writing To Learn and Reading Strategies in the WordPerfect Classroom" (Dineen Ebert); "Critical Reading, Writing To Learn and Co-operative Learning in the Life Science Course" (Mary Farmer); "Meyers-Briggs and Learning and Writing Styles" (Barbara Harris and Jan Newhouse); "Into-Through-Beyond Content" (Martha Mayne); "The Theme of the Individual and Society: The Puritans to the Scarlet Letter" (Jack Smith); "Beginning at the End" (Linda VanVickle); "Reading Newspapers in Search of Psychology" (Cheryl Hale); "Critical Thinking Activities" (Richard Kalfus); "Directed Reading Guides Yield Creative Assessment Procedures" (Maureen Murphy); "In Class Discussion Promotes Collaborative Learning" (Diane Carson); "Using Active Questioning Techniques To Enhance Lecture/Discussion Classes" (Rosemary Thomas); "Group Process and Primary Source Materials: Collaborative Analysis" (John Bayer); "Cooperative Learning for the Research Paper" (Elvis G. Clark); "Small Groups as Teaching/Learning Communities" (Joseph F. Dunne); "Cause and Effect in American History" (Cliff Downey); "A Collaborative Learning Project in a Math Survey Class" (Toni Garrett); "Teaching Syntax and Semantics through Music" (Alline Greer); "Connecting Students' Experiences to Course Content through Collaborative Learning" (Judith Leach); "Improving Assessment in General Psychology" (Fredna Carlson Scroggins); and "The Kellogg-Beacon Project: Support for Changes in Writing Classes and Assessment Procedures" (Barbara Thompson). An index of contributors and institutions, a directory of Associate Colleges and Co-Participating Schools, schedules of project workshops, and a bibliography are attached. (MAB)

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BUILDING COMMUNITY FROM DIVERSITY: CONNECTING STUDENTS TO THEIR LEARNING ENVIRONMENTS

Prepared for:

AACJC/KELLOGG BEACON GRANT
FINAL REPORT
30 JUNE 1992

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Building Community from Diversity: Connecting Students to Their Learning Environments

An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant

Submitted as our Final Report to:

The American Association of Community and Junior Colleges

and

The W.K. Kellogg Foundation

30 June 1992
St. Louis Community College--Meramec
Elizabeth M. Mahony, Project Director

DEDICATION

to **MICHAEL KAEMMERER MEEK**, born 17 June 1992:

Having chosen your parents Kathryn and Larry
so wisely,
may you and your classmates of 2010
be consistently blessed with
teachers like those represented here.

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PREFACE

The pages following the preface present a chorale: the voices of teachers and their students, engaged in the learning process. Woven around our concerns as teachers, these twenty-two pieces comprise The Final Report for the Kellogg-Beacon Project, 1990-92. As a background, against which to place those individual projects, the following "history" of the Grant is offered:

THE PROPOSAL

(or, How Seismic Changes in Community College Populations, Monetary underwriting by a Benevolent Corporation, and the Juried Assent of an Academic Organization conspired to launch a Kellogg Beacon Voyage to lands hitherto marked "Beyond here be Monsters.")

Begun in Fall semester 1990, the Kellogg-Beacon Project at St. Louis Community College-Meramec, focused upon connecting at-risk students to their learning environments, thus increasing the success rate for all, and, most particularly, for those students not conforming to academic sensibilities of "traditional." To close the gap between teachers' perceptions of the "ideal student" and the reality of those on our class rosters, we determined to establish ourselves as a community, a body of individuals striving to meet similar goals, willing to take risks in our daily forum (classroom and labs), and eager to erase artificial boundaries which too often separate us from our colleagues: geographical distance, educational levels, and specialized disciplines. To this end, eleven Associate Colleges from across the state and eight middle and secondary schools in the St. Louis area invited faculty to join us as participants. In doing so, our associate and co-participating institutions pledged to support their members as they undertook a two-year commitment to the project and to the innovations their staff would be implementing within their classrooms.

PREFACE

As a community of teachers, placing ourselves again in the position of learners, we were universally determined to help our students engage in their academic community, whether that individual was a twelve-year old, struggling in her sixth grade class, or a forty-year old, wrestling with Biology 101 in the company of eighteen-year olds. To empower students as active learners rather than diminish them as passive recipients remains for all of us a deep, personal and professional commitment. How to achieve these doubled communities of teachers as learners and learners as teachers has grounded our Kellogg-Beacon Project, as the classroom narratives which follow will attest.

THE MEANS TO THESE ENDS--YEAR I

(or, How the Kellogg-Beacon Project shipped out upon its maiden voyages; how Captains, Pilots and Mates were discovered; and how the Vessel was provisioned).

To give us common ground upon which to erect a foundation, we invited the Critical Literacy Faculty from Oakton (Illinois) Community College to serve as our mentors and seminar leaders for a series of workshops on classroom practices to be held throughout 1990-91. Meramec Faculty had attended Oakton's annual Critical Literacy Seminars and had returned invigorated. In a visit to our campus, **Lorenz Boehm**, Oakton's project director, had piqued interest in redesigning core curricula by introducing faculty across the disciplines to practices of Critical Thinking in the classroom. While our initial impressions of the Oakton staff had been positively enthusiastic, I realized only after a year's work with them how understated that reaction had been. Their energy levels and their powers to present concepts in hands-on workshop settings infused our maiden year with a kinetic energy of its own, particles of which will continue to spark modifications as Kellogg-Beacon participants revise and re-work their classroom practices.

We have all stolen shamelessly from the Oakton staff, an element of community-building unanticipated but thoroughly

welcomed. I am delighted to see acknowledgements of these thefts in so many of the narratives which follow, debts credited to **Lorenz Boehm's** presentation on "Critical thinking;" **Lynda Jerit's** "Writing to Learn" and "Sequencing Spiraling Assignments;" **William Taylor's** "Reading Strategies" and "Leading Classroom Discussion;" **Walter Bobkiewicz's** and **Alan Rubin's** joint presentations, "Learning Collaboratively" and "Assessing Ourselves/Assessing our Students."

In the spring of 1991, Beacon participants selected one topic from among those presented by the Oakton staff and committed themselves to embedding that innovation into one course to be offered either in Fall or Spring semesters of the following year. Through the grant funding, we published those "Year's End Commitments: An Anthology." The project descriptions comprising this Final Report assess the value attendant upon introducing change into how we do classroom business.

As a by-product of our 1990-91 seminars, a second community of learners emerged at each institution as Kellogg-Beacon participants drew their colleagues into alternate means of presenting course content, either through formal staff development programs or through informal invitations to colleagues to witness what can transpire in classrooms if we work in concert rather than disharmony. Unifying approaches by which students learn and building contexts whereby they perceive both the content and processes of Course A as related to those in Course B remain primary objectives of this grant, assuring that communities of students, attached to rather than distanced from their learning environments, continue to flourish at our participating institutions. The means of achieving these aims are evangelical in nature: to "spread the word;" to gain administrative support for innovators; and to recognize the achievements of those willing to risk precious class-time in order to examine the effectiveness of what transpires therein.

PREFACE

MEANS TO THE END--YEAR II

(Summer Interlude; or, How, after Harboring and Seeking new Provisions, the Kellogg-Beacon Project Undertook the Second Lap of its Voyage).

As we compiled End of the Year Commitments from our participants during the summer of 1991, I was impressed by the levels of expertise and originality demonstrated in the projects to be undertaken. To make the Kellogg-Beacon Project truly the undertaking of its participants and to insure that what we had begun would not cease at the end of the grant period, I determined that the participants themselves should serve as presenters and mentors for our Workshop Series, 1991-92.

The nature of The Final Report also gnawed at me. Having ploughed through sufficient educational studies based on statistical analysis and some variation of Empirical methods, haphazardly applied to the dynamic processes of learning, I knew that such models would serve neither the participants nor their projects well. The voices of concerned educators would be dissipated and the responses of our students muted. Numbers and percentages would be gifted with the power of speech.

Another model, more immediately useful and certainly less intimidating to both participants and readers occurred to me: K. Patricia Cross's and Thomas Angelo's work on Classroom Research. Such a format, based on classroom experience and calling upon students' responses to what was occurring, provided a narrative structure for the Final Report and a sense of dialogue among those of us whose professional lives are much more thoroughly centered on practical, concrete classroom interactions than on abstract, theoretical constructs.

Furthermore, I had been impressed by the "down-in-the-trenches" experiences of our secondary co-participants who had been subjected to various state-mandated Assessment Procedures. I wanted to tap their expertise as we explored what constitutes

Assessment by outside agencies and what kinds of assessment within our domain--the classroom--actually contributed to a vital, workable learning environment.

Finally, I considered how we could meet a major component in the grant proposal: recognizing innovative educators. What better way than to feature them as seminar leaders/mentors during our second series of workshops? While honoring those individuals, we could also bear witness that changes in the classroom, which truly effect learning, seldom derive from "outside" the institution; instead, they flow from within, from those who daily confront the vicissitudes of teaching.

Issuing invitations to our campus coordinators and contact persons at the secondary level, we called for presenters to address the following topics, the substance of our 1991-92 seminars:

Classroom Research: The Cross-Angelo Model
Writing to Learn, Revisited
Reading Strategies and Interventions, Revisited
Critical Thinking Across the Disciplines
Student Diversity and the Learning Environment
Collaborative Learning, Revisited
Assessing Ourselves/Assessing our Students, Revisited

The Kellogg-Beacon Roster of Participants provided us with seminar leaders who, in turn, provided materials, presentations, new perspectives, and a renewed commitment to the project. Fall semester was about to commence. We had a starting line-up. **Tom Burke** at Jefferson College, **Elvis Clark** at Mineral Area College, **Gwendolyn Stephenson** at SLCC-Meramec, and **Jim Kellerman** from the Missouri Community College Association, had provided us with conference sites, our campus Print Shop hummed with materials for the Participants, and across the state, students had enrolled in community colleges in record number. While grade school youngsters sorted through new notebooks for their new school year, their parents, responding to economic woes, contemplated the Fall elections and their power of the purse, granted to them by

Missouri's Hancock Amendment. In particular, they scanned Proposition B, intended to raise revenue for public education at all levels.

MEANS TO THE END--YEAR II

(Fall semester; or, How the Multitude of Investors in Public Education almost Scuttled the Kellogg-Beacon Project, setting its Cargo and Crew adrift, well-out to sea).

In November 1991, the voters in Missouri, many of whom are our students and their families, resoundingly defeated Proposition B. The implications for faculty, support staff, and developmental programs were universally perceived as threatening. To site a particular case: Now in my ninth year on the Meramec Campus as a member of the full-time English faculty, I was informed shortly after election day that my position was subject to elimination since I ranked last on a district-wide seniority list. Newer faculty members, undergoing their probationary period of three years and, therefore, invisible in terms of "seniority," were warned that their positions could vaporize even sooner. Such situations were not confined to the St. Louis Community College system. Immediate belt cinching resulted in withholding travel and staff development funds across the state. Faculty morale nose-dived.

While setting up our 1990-91 series of seminars, we had made of them a "moveable feast," shifting locations across the state in order to equalize expenses among our Associate Colleges. Because Mineral Area and Jefferson Community Colleges had opened their campuses to the Beacon Project, we now had three of the four seminars scheduled for the eastern part of the state, and, it seemed, no institutional funds for our more westerly colleges to cover travel expenses. Through the Missouri Community College Association (MCCA), our November workshops had been scheduled at a "central" location, The Lake of the Ozarks, in proximity to our centrally located colleagues but almost equidistant from eastern

and western campuses. By reworking budget object codes, we managed to open grant money to all campuses willing to continue their involvement in the Project. And, yes, Virginia, there is a free lunch: funding from the grant also fed our participants while paying their lodging and travel expenses.

Because of the internal-external (infernal?) means of supporting public education and the incredible pressure such policies exert upon all school personnel, attendance at the Beacon Workshops diminished significantly during the second year. For many administrators and instructors, it was not politically prudent to send staff out of the classroom or lab and off to conferences when the citizens had acclaimed "NO!" to increased taxes for education.

MEANS TO THE END--YEAR II

(or, How the Participants Beat the Odds, Brought Innovations into their Classes, and Piloted the Kellogg-Beacon Project to Safe Harbor).

Despite, or perhaps to spite financial circumstances beyond our control, the Kellogg-Beacon Workshops forged ahead, led now by "homegrown talents," proof to us all that our best resources are ourselves. Leading off our first seminar, **Joseph Dunne** (SLCC-Meramec, English) introduced participants to the Cross-Angelo practice of Classroom Research, a means of discovering to what degree classroom content and presentation effect learning. Not only vital to the participants' immediate needs as they observed their own projects in action, Joe's presentation also prepared them for their final reports--documents intended to narrate what had been undertaken and to examine how those innovations affected attitudes about learning and classroom dynamics. **Maureen Murphy** (SLCC-Meramec, English) extended participants' facility with writing assignments in all classes as a means for students to absorb and comprehend material and for instructors to understand, through these brief formats, when members were making connections

and when they had plunged into "dangerous intersections," those junctures in every academic program when students must be able to shift from one mode of thought to another.

For our November workshops, **Mary Lott** (SLCC-Forest Park, Reading) offered participants practical means of assisting their students in taming their textbooks in order to position them as the controlling element in their own learning habits. A panel, including **Bernard Weinrich** (SLCC-Forest Park, Business), **Laurie McManus** (SLCC-Meramec, Math), and **Elvis Clark** (Mineral Area, English) collaborated during the afternoon session, leading participants through Critical Thinking Skills in their areas of expertise and suggesting assignments which they had devised to promote those habits of thought.

In February at Mineral Area College, **Judith Leach** and **Fredna Scroggins** (both from SLCC-Meramec, Psychology and Pre-Professional Education) offered opportunities to explore the reality of student diversity in the classroom and some practical means of meeting the needs of all students. Dovetailing into their presentation, **Rosemary Thomas** (SLCC-Meramec, English and Grant Writer for the Kellogg-Beacon Project) and **Barbara Eubank** (Longview, Learning Center and Pre-Professional Education) devised opportunities wherein participants examined issues of Collaborative Learning by "immersion;" i.e. each group, assigned a particular task, sought solutions by calling upon their participants' expertise and experience with collaborative assignments.

April brought us to Jefferson County Community College and to morning sessions focused on questions of assessment. **Barbara Thompson** (Hazelwood School District, Language Arts Curricula Advisor, K-12) led participants through various activities, generating consensus on what constitutes assessment, what we, as classroom practitioners, perceive to be "assessable" qualities, and what modes of assessment most closely match the goals we have set

for our students. **Jack Smith** and **Rick Wuertz** (North Central, English and Communications) followed up with an exploration of ability-based assessment, a project they have launched at North Central and elements of which hold potential for other institutions, seeking assessment models.

Our afternoon session centered upon how we can extend the implications of the Kellogg-Beacon Project beyond this, the final year of funding. Among other recommendations lodged, participants noted that, within the next five years, staff development programs of this nature will increase in demand as we face more (not fewer) students with special needs, including learning disabilities, physical handicaps, and disoriented social skills, the last of which profoundly affect an individual's ability to succeed at any academic level.

THE END--YEAR II

(or, How the Participants brought the Project to an Amenable Conclusion with Plans of Voyaging out again in order to Chart those Areas hitherto discovered and those yet to be found).

As we turned our focus upon the grant which brought us together, the Kellogg-Beacon Participants determined to find other means of preserving those ties which have, indeed, made of us, from our diverse institutions, a true, working community. We have resolved to seek opportunities to convene at geographically proximate institutions, again in workshop sessions; we have resolved to recognize the innovators who have risked the "safe" classroom habit for an exploration of methods designed to empower students as the ultimate "control" factor in their own education; we have agreed that one primary objective remains: to acquaint Boards and Administrators not only with the diversity of students and student needs which now fuel our institutions, but also with the Herculean tasks challenging faculty and support staff as daily routines.

Finally, as the narratives following will bear witness, the

PREFACE

Kellogg-Beacon Participants intend to extend the classroom practices they have begun to shape into other classes and other semesters. Like that old fellow Proteus, such practices will shift, reform, seemingly dissolve and metamorphose anew in order to suit the classroom situations in which they are invoked. Of a more absolute than relative nature, the expertise, flexibility, intelligence, and professional commitment of the Kellogg-Beacon Participants, Class of '92, will continue to inform the decisions these instructors make as they chart out the means of connecting their students to their learning environments, revelling in the sheer diversity of our populations as they promote the necessity for change.

To have served at The Beacon College in this endeavor is paradoxical, for I have found our collective group has led us out deep and back safely to home harbors. The END pales in comparison to the voyage itself, which, thanks to all of the participants, is infinitely renewable. More work is to be done; more crew members need to be recruited; the areas probed in these two years need more scrupulous "topographical" mapping to determine what it is we have discovered and in what directions we should move next.

ACKNOWLEDGEMENTS

As steward on this ship, it is time to recognize those who have made the voyage possible. First thanks, by right, go to all the contributors in this volume whose work in the course of the Project and whose final reports signify what we have tried to accomplish and to what degree we have succeeded. In the course of the Preface, I have tried to name all our presenters, both the Oakton Community College Critical Literacy Staff for their workshop series in 1990-91 and our own Kellogg-Beacon Mentors/Presenters for theirs in 1991-92. My gratitude is matched only by my admiration

ACKNOWLEDGEMENTS

for all of you who gave us ideas to probe and the means to explore them.

In a project such as this, its very being and its level of success rest upon many--both individuals and groups. My sincere thanks to all the following:

--to that "benevolent corporation," **The W.K. Kellogg Foundation**, for funding the Beacon College Projects and for committing their resources to the improvement of public education. My particular thanks to **Arlon Elser** of the Foundation for visiting our workshop sites and monitoring our progress.

--to that "academic organization," **The American Association of Community and Junior Colleges** (AACJC) for conceiving of and jurying the selection of Beacon Colleges. Especial thanks to their **Futures Commission Members** whose examination of problems to be solved in the community college system provided fertile soil in which the Beacon College Projects could take root.

--to the **Missouri Community College Association** and its executive director, **James Kellerman**, for linking us to our Associate Colleges and for making accommodations available for our workshops during the annual conventions, 1990-1991.

--to **Rosemary Thomas** (SLCC-Meramec) whose skills as a grant writer earned us a Kellogg-Beacon Grant, who, as a colleague, has mentored me during these two years, and who, as the Innovator of our Landmarks Program, made possible the participation of our secondary and middle school colleagues.

--to **Kathryn Meek**, with affection and admiration, my most congenial assistant, whose expertise in budget matters is second only to her wizardry on Word Processor systems. She has been the heart of this project as the contact among our various constituencies, a diplomat of the first order; an illusionist who made all the parts fall together like the design in a kaleidoscope; a tallier of endless details who was never swallowed by them; and, as I write this, an imminently expectant Mom, believing that Baby Meek will postpone entry into the world until all of our Final Report is stored on disc.

--to **Gwendolyn Stephenson**, Chancellor of the St. Louis Community College System and formerly our President, for her vision in recognizing the possibilities in securing a Kellogg-Beacon Grant, for encouraging **Professor Thomas** to seek it, and for her support of the Meramec Campus Core.

--to **Richard Black**, formerly our Dean of Instruction, presently Acting President of the Meramec campus, for his support of, attendance at, and continued interest in the Kellogg-Beacon Project.

--To **Glenda Mitchell-Myles**, member of the St. Louis Community College Board of Trustees and co-participant in our two-year voyage, who, as an English teacher at McCluer North High School and as an active member in the workshops re-enforced the precepts of recognizing faculty achievement.

--to the members of **Media Services at Meramec**, particularly to **Paul Talaski** and **Mark Bagby** for making our edited videotapes of the sessions a reality; to **Sandra Everett**, Reference Librarian and member of the Meramec Campus Core, for

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cataloguing our print and Audial-Visual materials; to **Nancy Randazzo** in Graphics for designing and executing nametags for the Seminars--cheerfully, despite our deadly deadlines.

--to the **Print Shop at Meramec** and particularly to **Annie Patterson** and **Cheryl Patterson**, who managed to run clean, clear copies of our Seminar Booklets and always managed to return them in ample time for distribution.

--to **Richard Delargy**, Director of Business Services at Meramec, who helped us understand the nature of object codes and the vicissitudes of budgets, and to all his staff in the **Meramec Business Office** for dealing patiently with this neophyte.

--to all the **Associate College Campus Coordinators**, who managed to gather their groups of innovators/instructors, encouraged their participation in the Project, and disseminated the materials to their Campus Core. My particular thanks to **Elvis Clark** at Mineral Area Community College whose enthusiasm for the Project and his commitment to working with his Campus Core was an example of the first order of how leadership results in renewed, invigorated faculty participation. My thanks also to all the campus coordinators who opened their colleges to us as we moved from Workshop site to Workshop site:
again, to **Elvis Clark**, Mineral Area Community College;
Thomas Burke, Jefferson County Community College;
Hattie Jackson, SLCC at Forest Park;
Marjorie Miller, formerly of Penn Valley Community College and currently at Longview.

--to all the **Principals of our Co-Participating Schools** in the St. Louis area for arranging alternative classroom activities so that their staff could attend the Workshops.

A Note on Arrangement of the Texts:

While I had originally thought that arranging the Participants' Projects would be a simple matter of sliding them into pre-ordained categories, such has not been the case. The Section Divisions here are somewhat arbitrary, based on the topics we had considered in our Workshop Sessions, but pruned to include only those which the participants had actually used as focal points for the innovations they had introduced into their classes.

Among this group of Grand Synthesizers, however, such an arrangement is artificial at best. What the contributors discovered, of course, is that "form" cannot be divorced from "content," and that, while one might consider focusing upon Critical Thinking it cannot be separated from the methodology the instructor has used; that Spiraling Assignments around an inner core--say, a theme in a literature survey course--cannot be split easily from the means for students to discover repeated motifs which might well include Writing-to-Learn assignments, Directed Reading Guides, Classroom Discussions, or Collaborative Learning opportunities.

If I have sorely misplaced your project, dear contributor, I apologize; perhaps I need more guidance through Reading Interventions. If you have difficulty discovering where your project appears, consider this Thematic Table of Contents as a scavenger hunt and the alphabetical listing of contributors as a more direct guide. To all. . . . .Read On!

Elizabeth M. Mahony
St. Louis Community College
22 May 1992

SECTION 1:

WRITING TO LEARN

SUSAN BIFFIGNANI

Valley Park Elementary School

Views of an Elementary Teacher
(Sixth Grade Social Studies)

When I was first asked to participate in the Kellogg Beacon project, I was very unsure of what to expect. As a first year teacher I did feel very honored to be asked to represent my colleagues.

In my first year with the project it was interesting to find that I was the only elementary teacher participating. I teach sixth grade. It was also interesting to see how the topics covered coincided with the objectives I was trying to accomplish in my classroom; reading actively, writing across the curriculum, alternative means of assessment, and cooperative learning groups.

My classroom is run under the ideas of the Whole Language philosophy. I have implemented many pieces from the topics covered in the Kellogg Beacon workshops. I have daily literature study, using real children's literature, not a basal reader.

I also have writing in my classroom each day. During this time, the students are able to write creatively on topics of interest. There is also writing which takes place in Social Studies and Science. This writing comes in many forms, from report writing to keeping a travel diary of countries we visit during our study of the world.

With the topics of the first year, I found it easy to choose an area in which to implement a change.

I decided to try integrating my Social Studies and Science curricula, with my literature study and writing. This was a change which went hand in hand with my district's Whole Language philosophy.

It was my hope to move away from using my Social Studies and Science textbooks, as required reading, and to incorporate more

trade books and real literature.

I used Valley Park's IMS (Instructional Management Systems) objectives, the state of Missouri's list of core competencies, and lastly the interests of my students.

The first project I undertook was a project based on the premise of Time magazine. I had seen the idea presented at a workshop which I attended over the summer. I used the idea with my class's study of Greek Mythology.

I read many picture books and short stories from Greek Mythology to my class. Next, I compiled a list of possible mythological characters and events for my class to choose from.

Once the students had made their choices, they began to research their subject. I had to teach the students how to take notes, organize their notes, thoughts and ideas, how to write a bibliography, and how to compile all of their information into a magazine format.

The students were much more motivated by this project than by the idea of reading from a text and answering questions.

The students became very active learners. Students considered at-risk or low-achievers were going to the library on their free time and after school. They also began asking questions. The questions not only involved lower level thinking skills, but also critical thinking questions.

The students were excited to see how the mythological characters were related and were curious about the names of each character.

I was in a teacher's dream! My class was asking to go to the library and were upset when their alloted time was reached.

With the exception of two students, I had 23 active learners. I was amazed at the quality of their final projects. Even my at-risk or low-achievers had put forth much effort. This first success led me to try other short reports, projects, and group

work. Each of the projects I tried was warmly received by the class.

I was very pleased with my class's reaction to using their Social Studies textbook as a resource. Many of my students left their textbooks as the final resource they explored after they had exhausted all of their other resources. This was a clear indication that the idea was working .

The noise level did tend to get high at times, but after discussing what are appropriate and inappropriate noise levels, the class did much better. There were times when I had to remind the class about the noise, but they soon came back to order.

In addition to picture books and trade books on the various topics, I also chose to use the newspaper, videotapes, laser disks, encyclopedias, atlases, almanacs, and magazines. The use of these supplementary materials worked wonderfully, but it is expensive to purchase the necessary items. I had to use my personal resources to get many of the things I needed, because of my school district's limited budget.

Ideally, I would like my textbook budget money to be reallocated for the purchase of additional supplementary materials. For Social Studies, in particular, the textbooks are outdated before they are published.

To me, the most important part of my students' education is that they are actively involved in the process of learning. For my students, they became actively involved, took ownership of their work and were proud of their accomplishments.

The students were very receptive to the change from textbooks to trade books. They enjoyed being given a choice of materials and many even found they actually did more and learned more than if they had only used their textbooks.

Lastly, I was very pleased with my class's progress and willingness to move away from reading only the textbook. It did

take extra time on my part to get the lesson planned. I had extra reading to do and had to plan in what order topics would be covered.

I also had to find alternative means of assessment. I let the students do self evaluation, short oral reports and short quizzes as just a few types of assessment tools.

I also used portfolios to assess their writing. I had my students save all of their writing from the first day of school so they could see their growth. I also conferenced with each student individually and I discussed where I saw areas of weakness. This conferencing also allowed me to work on specific problems or see where my whole class group was having difficulty. If the whole class was having similar problems, then I addressed the skill, or problem, before the whole class as a mini-lesson, which I reinforced in individual conferences.

Overall, I am very pleased with the results of my change. It was difficult to get started, but once the students and I got used to it, things went smoothly (for the most part).

I am happy to have been a part of the project and hope that my classroom results are useful in future research.

MARY E. (JUDY) EAST

Mineral Area College

Writing to Learn and Co-Operative Learning Go Hand-In-Hand When Teaching an Intro to Computers Class
(CIS105 Intro. to Computers)

The goal of the Intro to Computers class which I teach is to entice the students to become more computer literate. To do this the students need to learn some unfamiliar and strange terminology, become acquainted with a computer, and basically understand how these both work together. The combination of the two popular methods "Writing to Learn" and "Co-operative Learning" can be two of the keys to success when teaching an Intro to Computers class. This combination can make the necessary computer terminology easier to learn, the students more interested in the class, and materials and process more fun for both the students and the instructor.

Writing has been proven to be one of the best methods for most people to retain given information for longer periods of time. Writing the necessary terms multiple times helps the students place the terminology into their long term memory. This makes it much easier for these students to recall the necessary information for use at later dates. The students in my classes have reinforced this theory. They write the necessary terminology several times in several different exercises. By doing most of the writing out of the classroom, the students actually have much more time to spend doing the hands-on work during class. As an instructor, I have found that the students will listen to a short lecture more attentively during the first part of the class. I try to keep these lectures to a bare minimum. This encourages the students to look forward to coming to class so they can actually spend most of their in-class time working with the computer.

Also, the co-operation of the students in the classroom while working with the computers has proven to be a great benefit to both

the students and to me as an instructor. "Co-operative Learning" helps the slower or more insecure students build more self-confidence because they are not as scared to ask their neighbor for help. The students in my night classes are almost all adult students who have been out of school for a long period of time or have a "GREAT FEAR" of computers. By having more time in the classroom to work with the computers, they are encouraged to learn how to read and follow the instructions given for the exercises in their textbooks. The pressures of having to do everything on an individual basis are lifted by the encouragement of cooperative learning. The students seem to enjoy working together to learn the applications of the software chosen for the particular class much better when they are allowed to work and learn together. For example, one student may be having a problem of how to save a program properly under a different name. The student sitting next to him/her will remember the proper steps and explain it to the student having the problem or explain where the instructions can be found in the textbook. This cooperation helps the instructor as well because the instructor may be in the middle of helping another student with another problem. This in-class cooperation also makes the class more fun to attend.

The fun of questioning each other as to how much of the written work each has completed has encouraged the students to turn in their paper work faster. I have found that at least one or two of the students still fall in the procrastination area. Usually this is the student who will receive a lower grade in the class. The other students in the class will have attained their levels of work on the computer and written work before or by the target date. These students will also make the higher scores on their tests because they have learned the necessary terminology by doing their written work. I have thoroughly enjoyed seeing my students accomplish the goals set out for them before or by the given dates.

This gives the students time to experiment with other projects from other books I have on hand for them to use. These books are used to reinforce the skills the students have learned during the class. Also, the students can re-do any of the given assignments from their regular textbooks.

As you can see, I'm a firm believer in using the two popular methods of "Writing to Learn" and "Co-operative Learning" to help my computer class students learn the necessary terminology more easily and to keep the class more interesting more fun for all concerned. The only problem I have noticed is the out of class time spent by the students writing the necessary terminology and the time I spend grading it. But, I strongly feel it is worth the time and effort spent by both. My students strongly agree. As a reinforcement to this, I ask my students to write a final paragraph entitled "What the Intro to Computer Class Meant to Me." I keep these for further reference and re-read them many times. I will share these paragraphs with other instructors to encourage others to implement the two popular methods of teaching, "Writing to Learn" and "Co-operative Learning" in their classes. The instructor who teaches the Micro-Applications class has commented on the way my former students have been eager to learn more about the program used in his class. He has also incorporated some of the techniques of "Writing to Learn" and "Co-operative Learning" in his class.

SAMPLE PARAGRAPHS from INTRO TO COMPUTERS
taught by JUDY EAST

The Intro to Computer class gave me an overall view point of the computer and the functions it can perform. I appreciated the hands-on experience rather than a lot of lecturing, which I would not have understood nearly as well. Another feature I appreciated was the fact that we were given our homework assignments for the whole semester on the first night of the class. The homework was to be done at our own pace with specific deadlines set for it to be turned in to our instructor. Also, the test dates and the material to be covered were given to us at this time. This was the first opportunity I had to work with a computer and I enjoyed the class very much. Keep up the good work, Judy.

In this modern day and time, it seems as if we can't get through the day without coming in contact with a computer or something connected to the computer industry, in one way or another. Computers, the functions performed by computers, and the knowledge needed to operate computers have always seemed something of a mystery to me and, therefore a challenge. I personally felt the need to meet this challenge and the chance to do this through Intro to Computers. Whenever I hear the words: input, process, output, and storage, which implies the information processing cycle, I will always think of my time spent in Intro to Computers. These stick in my mind as being the first things I learned in the class. I have enjoyed being introduced to computers and their uses and feel that I can now say I am on my way to becoming more computer literate. I never thought I would enjoy having a computer in my home for my personal use and just for fun, but now, I'm saying it!!!

The Intro to Computer class has meant a lot to me. To be able to work on a computer and not be scared, to put information into the computer and retrieve it with very few problems, and the amount of information a disk can hold is amazing. Making a graph or pie chart can be a lot of fun. Typing a letter and saving it so you can bring it up later to add or delete something to it can really be something when you stop and think about it. Computers have always amazed me and now I think they can be a lot of fun. I'd like to learn more about them and I know I have a lot to learn. I have really enjoyed this class and thank you for all I have learned so far.

In Intro to Computers I learned several valuable techniques that will be helpful in applying them to future jobs. The hands-on technique helped me to learn how to delete, edit, etc. It also helped me to learn how to use many other important buttons (keys). By working at my own pace, I was able to understand the operations more precisely, and I will remember it longer. By reading and doing the exercises from the book, I was able to figure out on my own how to save my work, insert important material that had been left out, delete unnecessary material, and change misspelled words.

The instructor, Judy East, was very nice and was there to help when I got stuck on something I didn't understand. By doing the review questions at the end of each chapter, I learned the computer terms that one should know to help become more familiar with a computer before working on one. I enjoyed the class very much and it will be a helpful experience when I need it for one of today's jobs. After having taken this class, I feel more comfortable when working with a computer.

Taking this class has changed my life-style in different ways. It has given me the knowledge I needed to choose the right equipment, terminal, printer, and software, for our needs at home. Actually I think taking this class has really helped me decide to purchase a system for our home. It has made me a more productive person at my job and a more organized person at home. One of my main

goals in my life is to be able to work at home part-time, and taking this class may help me to achieve this goal.

I have really enjoyed the hands-on experience. Also the relaxed atmosphere and the way the instructor made each person feel confident and comfortable from the first class to the last one made it more enjoyable for all. I also enjoyed meeting new people and seeing others that I already knew. I feel it was a very educational and productive class for me.

Never in my entire business career had I ever thought that I, the unknown, would be entering the arena of high technology. However, when I had signed up for this match, I knew deep down in my soul that this bout would be the most exciting and challenging experiences in my professional career. As I opened the auditorium's thick steel doors, as I walked down the corridor toward the arena, I began to experience apprehension, fear, and even intimidation. Because I had never faced such an opponent as the master of wisdom, the ring of knowledge, a most notable computer named Claude.

As I entered the ring of education, took my place in my corner, and nervously looked straight into the coal black face of Claude the Champ. He did not say a word, yet I felt he was ready to jab me with his dynamic wisdom by flaunting four power tools all packed in one punch, the Word Processor, Spreadsheet, Database, and of course Communications. He flexed his menus by showing me his file, edit, print, select, and format just to name a few.

Yes for a moment I felt a bout with Claude the Champ was hopeless because of my own small measure of knowledge of knowing how to handle Claude. But then suddenly all my fears passed away as I remembered my friend's encouragement, the great training methods of the fabulous Judy East. Her knowledge of knowing how to handle Claude the Champ in a time of crisis was just phenomenal. Now I can face Claude the Champ with a positive outlook knowing he has now met his match! I'm that match!!

The above paragraphs or short notes are samples of the type of feedback I receive from my students in my Intro classes. I felt that I needed to share a few of them with you. If you have any questions, please feel free to contact me at Mineral Area College.

DINEEN EBERT

St. Louis Community College at Meramec

Directories: Applying "Writing to Learn" and "Reading Stragtegies
(Introduction to WordPerfect Word Processing)

Introduction

As an instructor in the Information/Office Systems Department participation in the 1990-1992 Kellogg-Beacon project has been a refreshing and rewarding experience. Pursuing various topics such as Reading Actively, Thinking Across the Disciplines, Sequencing Assignments, Strategies for Leading Classroom Discussions, and Assessing Ourselves/Assessing our Students, has provided an opportunity to renew my own teaching process.

This experience has been refreshing in that the nature of my teaching is very technical and the opportunity to reflect and consider other teaching and learning methods has regenerated an awareness of student differences.

It has been a rewarding experience to me personally because the opportunity to interchange with individuals in different subjects has provided me with new ways to think about the subjects I teach. In addition, it has been exciting because I have revisited some of the "soft" non-technical skills which sometimes become lost in the very technical areas in which I function.

The specific topic which I implemented in my Fall, 1991 Introduction to WordPerfect course addressed Critical Thinking Skills.

Description

The topic which I addressed in my Introduction to Wordperfect classes was that of directories and subdirectories.

Almost every company that conducts business maintains a filing system. The system may consist of documents, folders, and cabinets; or it may be a computerized filing system where

information is stored on tapes and disks. Whatever kind of filing system a business uses, the daily maintenance of files is important to the company operation. Disk maintenance can be accomplished with selections from the directory.

The directory is an important table, created by the FORMAT command on each disk. Each DOS-prepared disk has one directory, called the root directory because it is the root of the disk's file system. DOS uses the directory as a kind of index system for finding desired files. Individual members of this index system are called directory entries. DOS provides for a fixed number of directory entries in the root directory. This number is the same for the same types of disk formats but varies with different formats. Disks with larger capacities have more root directory entries.

Offices use multiple filing cabinets with several folders in each drawer to help organize their paper files. Because of the tremendous amount of storage space on disks, disks can be set up with several directories to aid in the organization of files and programs saved on them.

Both floppy and fixed disks can be set up with multiple directories. ROOT is the initial or primary directory of every disk. The \ (backslash symbol) is used to refer to the ROOT directory.

A multi-directory structure is created through repeated division of directories. A division of a directory is a subdirectory. A parent directory is a directory that has been divided.

A directory and subdirectory are the same. The "sub" simply means that the directory is a division of a higher directory. The higher directory is a parent to the subdirectory. A parent directory can be divided into several subdirectories; in turn, a subdirectory can be a parent to several more subdirectories.

A current directory is where DOS expects to find the file specified in a command. The disk in each drive has a current directory. For instance, the current directory C could be DOS while the current directory on drive A is ROOT.

The name for directories follows the same naming conventions as file names. Just like file names, using an extension in a directory name is optional. Most directories are set up, however, without an extension added to the directory name.

In order to access a directory, the maximum number of characters (including the backslash) that can be used in the path of a command to change directories is sixty-three. Because of this limitation, an extension is usually not attached to the name of a directory. Often the directory name is short such as WP for a "word processing directory" or DB for a "database directory." The directory name should be descriptive enough to enable you to recognize the type of files that will be stored in it.

When you create a new directory, it appears in the main directory as a regular document, but it has the extension <Dir>. Subdirectory names are not alphabetized with other documents. Instead they are displayed at the beginning of the directory. Subdirectories can be deleted from the directory in the same manner as a regular document is deleted. First, however, the documents in the subdirectory need to be deleted. If you try to delete a subdirectory containing documents, WordPerfect displays the message ERROR: Directory not empty. You can view the documents in a subdirectory by highlighting the subdirectory name and pressing Enter twice. This method does not change the default directory.

<u>My New Technique</u>

I deliberately emphasized the importance of understanding the directory concept and its transfer to other computer application programs. Using additional visuals and handouts, I continued to emphasize this powerful concept strongly, explaining to students

that they would not fully grasp this process until additional practice had been accomplished or until they utilized directories for a personal need.

This process involved development of critical thinking skills. The importance of understanding the directory process and analyzing the logic involved in an individual's practical approach required a step-by-step understanding of the procedure.

The attached student memorandums resulted from Bill Taylor's Reading Strategies: A Key to Unlock Critical Thought. His guidelines for developing Writing-to-Reinforce-Reading assignments provided an additional tool to insure student understanding of this concept.

Student response

Students have responded with a letter, outlining various WordPerfect concepts. In addition, a short-answer essay question on the final exam about the concept of directories provided additional proof of student understanding.

Success of "Pedagogical Ploy"

Overall, this process provided the opportunity for me to "really" delve into the directory concept and to become obsessed with the importance of the student's level of understanding. Perhaps "obsessed" is too strong a word--but my level of enthusiasm and commitment to this concept was apparent.

Because my classes consist of a large number of non-traditional students, I usually act more as a coach--facilitator--encourager. Therefore, the topics presented at the various Kellogg Beacon project workshops were meaningful and reinforcing.

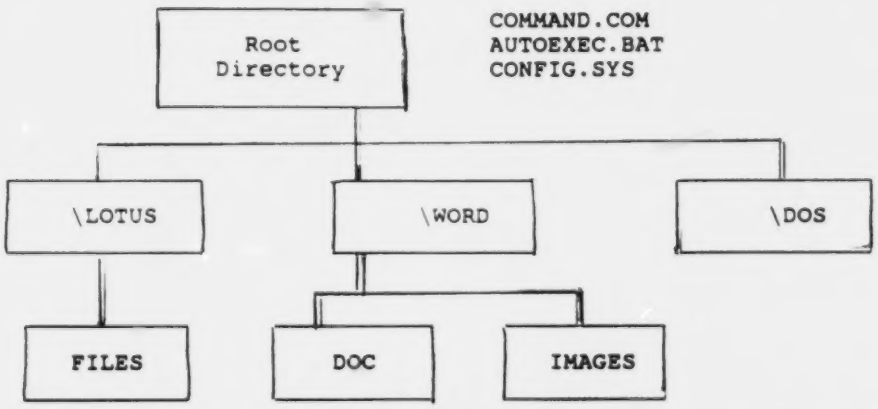
Participation in the AACJC-Kellogg Beacon Project provided an invigorating and exciting opportunity to apply critical learning skills to my specific technical subjects.

FILE MANAGEMENT

When using a personal computer with a hard disk or high capacity floppy diskettes, you can soon accumulate hundreds of files. Having large numbers of files can clutter a directory listing and make finding a specific file difficult. One way to improve the organization of files is to store them by topic or application. This can be done by grouping similar files together, in what DOS calls directories or subdirectories. Creating directories allows more files to be stored on disks (hard or floppy) and is also a good safety precaution, as most DOS commands only affect files contained in the current default directory.

Each hard disk or floppy diskette has what is called a root or upper-level directory. The root directory provides a base from which all other directories are created. The root directory must contain the DOS command processor COMMAND.COM in order for a system to boot. Other files in the root that may or may not be necessary for your computer to function properly, include AUTOEXEC.BAT (first file DOS looks for and runs) and CONFIG.SYS (the system configuration file). All other files, including DOS files, should be stored in lower level directories. (see diagram)

DOS uses the backslash (\) character as a path symbol to tell you the current directory. The root directory is always designated by a backslash (\). Any name following the backslash (\) character indicates a lower level directory and is referred to as the pathname when locating files. Directory names must follow the standards for naming DOS files. Pathnames cannot exceed 63 characters.



DOS provides five commands specifically or organizing files with directories. All of these commands will be directed for use with hard disk systems only.

Command	Function
DIR	Lists files
MKDIR or (MD)	Creates a directory
CHDIR or (CD)	Changes the current directory
RMDIR or (RD)	Removes a directory
TREE	Displays the directory structure of a disk
PATH	Tells DOS where to look for external commands

DIR

The DIR or Directory command is used to find out what files are on a disk. Other information that can be obtained by using the DIR command include the amount of available disk space, the size of individual files, the volume label of a disk, and the date the files were last modified.

1. At the C> Type: DIR A: (hard disk system)
   At the A> Type: DIR B: (floppy system)

2. Press Enter

3. The DIR then displays the list on the screen.

```
Volume in drive C is MYDISK
Directory of C:\

.                 <DIR>          9-14-86      8:44p
..                <DIR>          9-14-86      8:44p
COMMAND   COM      2837          9-14-86      8:58p
AUTOEXEC  BAT       345          10-30-86      4:06p
CONFIG    SYS        76          10-30-86      3:43p
LOTUS             <DIR>          3-16-87      8:43a
```

OPTIONAL SWITCHES

DIR /P - This option causes DIR to pause and display the message:

Strike a key when ready . . .

This happens each time it displays a full screen of file names. To continue the listing, press any key. Use this option when the directory is too large to list on one screen.

DIR /W - This option directs DIR to display five file names across the screen, suppressing all other information.

Subdirectories are displayed in a directory listing with a <DIR> in place of the size. The DOS global characters (* and ?) can be used to limit the number of files displayed. For example, enter DIR *.BAT to list only files with an extension of BAT. If no filename or global characters are used, the entire directory will be displayed.

Several custom directory commands can be used to print, create an ASCII file, and sort a directory.

DIR|SORT|MORE - sorts a directory in alphabetical order by file name and then displays them one screen at a time.

DIR|SORT/+24|MORE - sorts a directory in date order and then displays them one screen at a time.

DIR>PRN - sends the directory listing to the printer.

DIR>NEWFILE - sends the directory to an ASCII text file named NEWFILE.

TO: Dineen Ebert

FROM: Lynne E. Loethen

DATE: October 18, 1991

SUBJECT: WordPerfect, Directories

The sole purpose for **directories** and **subdirectories** is to take information which is enormously large and make it manageable. Directories are a method in which WordPerfect allows the user to organize the files on the disk. The directory system on WordPerfect is very similar to a filing cabinet. The **root** directory is the top most directory. From the **root** is the path established for different subdirectories. The **Parent directory** would be the main directory to which WordPerfect would save all its files. As I organize my files on WordPerfect I will want to save under different subdirectories. For example, in class we did assignments in different units. We created these different directories by using the **Other Directory** feature. The directory that I would be working in was called my **Current Directory** for obvious reasons. As I would save a document I could choose the **O** for **Other Directory** and at the **A:** prompt I would type my new directory's name. WordPerfect would then ask me if I wanted to create a new directory named "**my new directory name**" and I would respond with a **Y** for yes. As I learned how to make directories I saved all my homework within subdirectories named by the unit number. This simplified my retrieving.

What if you were finished with a unit or a client and did not need to keep on file the information within that directory? This happened to me. After I had made some directories, I decided that they were of little use. Therefore, I deleted them. The **process** requires going into that directory and deleting the files one by one. This is a safety feature, it prevents you from accidentally deleting a whole subdirectory with important information on file.

WordPerfect has a feature called **Find**. This selection is used to search for documents that contain a particular word or phrase, which is helpful if you don't remember the document's name but you remember a unique word that would appear within the document. WordPerfect allows you to search every document for that one unique word. Very quickly, WordPerfect retrieves each document with the occurrence of that particular word.

WordPerfect has a feature called **Search**. This feature allows you to search for the name of a document within your directory. As you type the name at the **search** prompt, WordPerfect matches each letter and highlights the duplicate name within the directory.

11:memo

BEST COPY AVAILABLE

TO: Dineen Ebert

FROM: Debbie Pinson

DATE: October 19, 1991

SUBJECT: Directories

Directories list files that have been saved in certain sectors of the diskette and include the size of the files and the dates and times the files were created. Each file name in a directory must be unique.

The root directory is the #1 directory and is the directory in which you begin. It is the master directory and is the default (the directory to which you will save files) until you change it. The root directory may contain any number of subdirectories (WordPerfect 5.1, Lotus, etc.).

Subdirectories may also contain any number of subdirectories and are like directories within directories. They are created to help organize and manage all the files you've saved by categorizing them. For example, if you were working and saving letters for several different people, you could save each person's letters in a different subdirectory, making them easier to locate. It's faster and easier to find items filed in several small directories rather than one huge directory.

In WordPerfect 5.1, Current directory appears above the first column of files in "List Files" and is the directory you're working in at that time. Parent directory appears above the second column of files and is the directory which precedes the current directory (under which the subdirectory was created). You can switch to either of these from the other by putting the cursor over one and hitting the enter key twice.

Because directories help manage the files you've saved and expedite the file-locating process, there should be some meaning to the subdirectories you create. The little extra time spent creating meaningful subdirectories will certainly pay off when attempting to locate a certain file.

4 Forest Oak Court
Fenton, MO 63026

October 8, 1991

Mrs. Dineen Ebert
Associate Professor
Information & Office Systems Department
11333 Big Bend Boulevard
Kirkwood, MO 63122

Dear Mrs. Ebert:

In providing an overview of the WordPerfect features we have covered in class, it becomes obvious that we are becoming "power" users.

Some of the basic features discussed to date are as follows.

> Cursor movement, inserting and deleting, character formatting, tabs, speller/thesaurus, page formatting, block operations, printing, page numbering, standardized text/windows, search and replace, and disk management

Of the features above, I feel tabs may be the most difficult to learn. Hopefully, with continued practice, this will not be a concern.

Your comments regarding the importance of proofreading final documents are relevant to anyone working in the administration area. The final document is an important reflection on the individual typing the material, the manager under whose signature it is prepared and the name of the company that appears on the letterhead. We should hope that reflection is positive.

I hope to attain overall proficiency through continued practice.

Sincerely,

Marilyn Ball

mb:ebert.ltr

1522 Ploma Drive
Manchester, MO 63021

October 7, 1991

Mrs. Dineen Ebert
Associate Professor
Information & Office Systems Department
11333 Big Bend Blvd.
Kirkwood, MO 63122

Dear Mrs. Ebert:

I would like to thank you for your instruction in WordPerfect. Your enthusiasm has made the class very interesting and enjoyable for me, and I have recently enrolled for the second half. I have learned that WordPerfect is a very powerful and useful program, but that it needs lots of practice and study in order to feel confident using it.

Understanding WordPerfect has been helpful not only for its use on my home computer, but because it is the word processor used at my office. When the computer is now under discussion I understand more of what is going on, and was even able to help a new employee several times when our employer was on vacation. She is new to WordPerfect, and was impressed with my ability to guide her through several operations she didn't understand. My employer is extremely pleased that I'm learning WordPerfect, and plans to put my knowledge to work in the future.

The homework has been challenging and at times very frustrating for someone who is not currently using a computer in the workplace. However, the homework has been the factor causing my determination to master WordPerfect. I would say that learning to use all of the function keys has been the most enjoyable part for me, and learning to do tabs the most frustrating. There is no doubt that this class will be one of the most beneficial classes I will have taken in college.

Sincerely,

Candy Ann Cox

cc:ebert.let

BEACON PROJECT

MARY FARMER

Heart of the Ozarks Community Technical College

Critical Reading, Writing, and Cooperative Learning in Life Science--A Start
(Life Science)

The AACJC-Kellogg Beacon Project had already held four workshops and had compiled Year's End Commitment projects when Heart of the Ozarks Community Technical College (OTC) held its first classes on September 4, 1991. I learned of the Project at the Missouri Community College Association conference in November 1991. The project's leader, Elizabeth Mahony, invited two of us from OTC to participate -- Shirey VanHook of OTC's Learning Lab and myself from Life Science.

The major issue on my mind when I went to that workshop was the high rate of drop-out from my classes. I had learned that other instructors at OTC were seeing the same thing, and I wondered whether this was a two-year college phenomenon or whether we at OTC were doing something wrong. Therefore, I was especially interested in Bernard Weinrich's presentation regarding his business class because he had some success in reducing his drop-out rate.

On reflection, I decided that I had not built sufficient student feedback into my classroom. They had asked questions from day one and we had lengthy class discussions. I had felt that was sufficient feedback. In other places where I taught, if students took good notes and read their assignments, they grasped the concepts readily. They had no trouble understanding the text, writing complete sentences, or even creating graphs from sets of data. (These were students from four-year private colleges who had been selected for special programs in oceanography, a highly motivated and academically talented group of young people.) I was well into my first semester at OTC before I realized that many of my students could not easily understand the text, write a complete

sentence, or use math as a tool for understanding data. I needed a way to find out sooner how much they were getting out of the material.

In the months since last November, I have gone through all the reports of the Critical Thinking workshops and have revised my classroom approach in three ways. I am now using Critical Reading, Critical Writing, and Cooperative Learning concepts, at least to the extent that I understand them.

1) Critical Reading (based on Mary Lott's presentation -- Reading Actively is Thinking Critically, 21 November 1991)

Immediately upon my return from the November 1991 workshop I began to distribute short reading material during class time. With each article (no more than one page in length) I distribute three questions. (<u>What is the premise of the article?</u> <u>What evidence supports the premise?</u> <u>Is there any other interpretation of the evidence?</u>) Students write out the answers to these questions and then we as a class discuss the articles.

The most successful exercise last fall was when I gave them <u>two</u> short articles, each presenting a different view of the origin of life on earth (and both views were different from the view presented in the text). You can imagine the lively discussions that arose here in the heart of the Bible Belt! By contrast, the straight lecture on the origin of life had left the students glassy-eyed, despite my most enthusiastic efforts at presenting the material.

Other times I ask them questions based on their text. This exercise I combine with Cooperative Learning (see below). Class discussion after this exercise is always much more lively than if I ask the question cold.

2) Critical Writing

Last fall one problem with my tests was that students tried to finish them as fast as possible. As a result, they gave shorthand answers to essay questions--no paragraphs, often not even complete sentences. To encourage the writing of complete sentences, I began this spring to assign "Microthemes" (Maureen Murphy October 11, 1991 workshop) as homework. These essays count toward their exam grades. I've already seen an improvement in their writing of essay answers on the exam itself.

3) Cooperative Learning

I'm not sure that I'm using the term "Cooperative Learning" correctly, but I'm trying two tactics that involve students working together.

a) I ask a question based on reading material, usually the text (see Critical Reading, above). The students write out the answer on paper. I then divide the students into groups and ask them to develop a cohesive answer. One member of the group presents the answer to the class.

This worked well when I asked them to construct a pyramid of biomass that included decomposers. Modern texts do not include decomposers in biomass pyramids. The exercise forced the students to think more deeply than they usually do about the meaning of biomass pyramids and the role of decomposers in the ecosystems.

b) In lab, we took two field trips to the local Nature Center and collected a great deal of data. I asked the students to write a scientific report based on the data. Analysis of data included calculating averages and plotting graphs of three different kinds of data. I

encouraged them to work together in compiling this report. The papers are being turned in today, as I write.

This exercise was not as structured for cooperative learning as it could have been. I expect the students to do better than they would have individually, but they may not.

Student response

Last fall 22 of my original 63 students dropped out of Life Science. That's a 35% dropout rate. This spring 6 of my original 40 students dropped. That's a 15% rate. Many factors could have contributed to this difference. Last fall was the first time I had ever taught Life Science, it was the first time I had taught in a community college, it was the first semester for OTC period. This spring I had a better sense of which issues in Life Science to emphasize, and the students knew a little more about going to college at OTC. Nevertheless, I attribute some of the reduction in dropout rate to techniques that involved the students in critical reading, writing and cooperative learning.

I did not run a controlled experiment, mostly because I didn't have the time to set one up properly. I did, however, conduct an informal survey among the students. The complete results are attached. I left all spellings and grammar intact to give a better sense of the students' exact responses. I proofread the attachment closely and can assure you that none of the spelling errors were typographical errors.

In summary, the critical thinking teaching tools I used this spring may have helped reduce my dropout rate from 35 to 15%. I will be interested to see if the rate remains low next fall as I become more experienced at bringing these tools into the classroom. If the Critical Thinking program continues, I would like to zero in on a technique that would help Life Science students become more comfortable with mathematics.

Survey of Group Activities and Reading Material

1. What is your opinion of the outside reading material you have seen in this class? (Readings on the origin of life and on cnidarians.)

Very good, I find them very interesting.
I found the outside readings to be interesting, and helped further my education even more.
I think its interesting to read, a person can read and understand the subject
Hard to understand
I like it
Just fine
I think it is O.K.
I have a hard time understanding the reading. After the lecture I'm okay. I understand it after she explains it to me.
Very unusual, but good.
They were OK. I liked the ones on life better than the others.
Good and related to the subject
I like them & think they do a good job of supplementing the textbook
It helps because the articles give us other explanation for certain occurrances.
I found it informative and interesting.
Informative and easy to understand.
Insightful and helpful.
They helped fit everything together by others opinions.
I enjoy receiving more info on subjects pertaining to the class w/o the textbook "feel." By broadening the material in class I am able to understand the textbook ideas better.
They were difficult to understand, but once studied & "understood" were interesting & added to our perspective of the subj.
Informative & creative imagination
Somewhat boring. I'm not much on sitting down and reading something for long periods of time though.
I feel that the readings are interesting, clear, and full of information.
Have caused me to think and broadened my views.
It has been interesting and informatory and gives you an opinion or insight on our subjects.
The material was interesting to read.
I enjoyed reading about the different ways the earth may have been formed.
I thought that the outside reading material was helpful in many ways.
I thought they were very informative and they raised my curiosity, as well as many questions.

---

2. Were the readings appropriate to the subject?

For me they were.
Yes I believe the readings were appropriate to the subject
Yes it explained each subject thru and thru [ed. note: the spelling "through" was neatly crossed out]

Yes	Definitely	Yes.
Yes	Yes	
Yes	Somewhat	
Sometimes	Yes	
Yes	Yes	
Yes	Yes	
YES	Yes	
Yes	Yes	
Yes	Yes	
Yes	Yes	
Yes	Yes	
Yes	Yes	

3. Were the readings too complex? too simple?
They were complex but I felt this was good it made me study harder
No not to complex or to simple just about perfect.
I thought they were just right they were explained to were the students could understand them (subjects in science)
Complex
Too complex
Just right
Most of the time they are easy to understand
Complex
Complex, but understandable
Neither
Average
Some of them are a little bit too complex and are hard to get anything out of them because you don't understand them
Most of them were reasonable, one of them became very detailed, and hard to understand
Some of things were hard to understand, but most you could understand.
Just about right
About right
They were somewhat complex but after you went through them, I understood.
Yes
Sometimes too complex, but I am eager to understand. I enjoy the time in class when we "break down" the articles.
Too complex at first. Couldn't speed read them. They took real study.
Too complex
Average
I think they were just fine.
Just right.
Most of the readings were good, a few had a lot of details that was hard to comprehend all of the information.
They were complex, but after reviewing in class they were easier to understand
I thought they were a little complex.
It was niether complex or simple but just right
They were in between; that is, simple enough to understand, yet complex enough to require careful reading.

---

4. Did the questions attached to the material help you understand the readings?
Yes
No I found the questions a little lacking in content
Yes
Yes
Yes
Yes
Yes
Yes. Some still were a little hard.
Yes. It helped to explain things
NO
Some not much
Yes
Yes, but I understood it better after we discussed it in class
Usually yes, but if not worded or asked right they can confuse you!
Not really discussion helped more.
Class discussion was more helpful than questions.
Yes
Yes
Sometimes the Q's were difficult to understand. I had to really dig into the articles.

Not really
Yes
Yes
Yes.
Yes, they made you to think of the material you've read and form an opinion on it --
Yes
Yes
Yes very much
Yes. They helped bring the main point(s) into focus more clearly.

---

5. What is your opinion of breaking up into groups to address certain topics in class?

Its good People need to work with others.
I like this idea very much.
The groups help each of us understand what were doing on a particular subject, because each person has an opinion
I think it really helps to understand things.
Its OK
It make class more interesting
I like it, makes it easier to understand, with the help of others
I like some of the breaking. Some were hard because I didn't have an understanding until you went over it.
It helps to come up with answers on our own -- then hope that's what you wanted [smiley face]
Love it
It helps the class go faster
I feel that it's not very effective. The groups I've been in never seem to accomplish anything. We always just talk & goof around.
It is helpful. In a group each member can give his own idea to his group and together they can usually give a more complete answer.
Not to effective. One or two people do the work the rest either sit around or joke around about the topic or other things.
Groups are too large. Two or three in a group would be more effective. With more people in the group too many members let others do the thinking & working.
Very good idea. It makes things much more interesting and that helps learning the material easier.
If the group is cooperative and willing to learn it works well, but one cannot choose his/her group.
I would like it better if there were assigned leaders to each group, bec. we waste a lot of time getting organized. But, the group idea is fine.
I think it helps alot to get other peoples idea in a small group when you are face-face.
It is a good idea. It help's people who are not understanding the material.
I feel that it helps work out problems that one person has that another doesn't.
Allows discussion -- good. Gives everyone a chance to express ideas -- good. Draws the class closer, can relate better -- good.
I believe one large group would be better to get a wider range of opinions and ideas on the subjects
It is okay, but I would rather not everyday
I don't like breaking up into groups because some people don't have any input for the group. I get more information from learning on my own most of the time.
I like it, because it help to understand the different material better
I think it is a very good and efficient way of learning the material being reviewed, as well as being a very good tool in reacting the other members of the class.

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6. When we break up into groups, do some people in the group let others do all the thinking?
Yes, but some people are shy
No I don't think so.
Some do.
No
Yes
Yes
Yes
Not in my groups. We usually broke it down so everyone did something.
Yes
Sometimes
Yes
Yes
Most of the time everyone contributes
Sometimes one or two of the people take over and usually forget about the other members.
Yes
Yes!
In the groups I've been in for example -- 2 people take one area, etc. Then we all combine our info.
Yes
More
Sometimes, but usually all participate.
In the groups I've been in we all contribute to the activity.
Sometimes, not always
Not always, but it is easy to do.
Not always, but I have noticed some people won't talk during whole class discussion or small group discussion.
No, I believe it pretty well divided, usually all the people discuss and people ask other people about their opinions and ideas on a subject.
Sometimes, not too often
Yes - some people are more outspoken and domineering in the groups.
Sometimes but not all the times
So far, everyone has contributed to the discussions. While some contribute more than others, everyone does take part.

---

7. When we break up into groups, do you think more or less thoroughly about the subject than you would on your own?
No
I think more than when alone.
I think the same
More
Less
More
About the same
Less because everyone is rambling about different things and its confusing
Probably more
More
More thoroughly
Less
I try to think more about the details than I would normally
More, because the other members bring or show things you don't know or understand.
I try to but I think there are more interuptions than when I think on my own.
More thoroughly.
More
If the group is cooperative I see things from different perspectives & am able

to understand the subject better.
More
I think more on it because I get other ideas from other people
More
I think the groups are very effective.
More -- I think.
Probably more, because you get different input on the subject, or perhaps something you don't understand is explained and discussed.
About the same. In groups you can use your own thinking and at the same time here others ideas
I think I take more time to think about each subject when I'm working alone.
Help me think more about the subject
I definetly think more on the subject in groups because of the fact that it gives me a subject to think about for one thing.

---

8. After a group discussion, do you understand the material better or less well than you would if you heard a lecture on the subject?
Better if follow by explanation by instructor
Much better in a group than in a lecture for its more interpersonal.
Better
Less
Sometimes better, sometimes not.
A little of both
The same, sometimes better
LESS Your lectures are great!
Better, but your lectures are good!
Better
Better
Less - I understand the material much better after a lecture. Group discussion doesn't do anything for me.
Personally I like discussions better
More, a discussion gets your attention better and is open for different ideas.
Group discussion helps a little.
Group discussion is helpful after a lecture or class discussion,
yet to stand alone is less effective.
Yes.
A class discussion as a whole works much better with lecture -- instead of individual groups.
Better
Understand more
It depends on what kind of notes I take that day! It usually helps to understand it better if we discuss it though
I understand it better.
Maybe -- not enough times to tell.
Possibly a lecture would be better because we would hear it and have time to ask questions on it, and we could get the overall picture of it.
Usually better, because after our groups explain & the teacher also does we have heard it twice.
I understand material better after a lecture.
I understand the lectures, but with a group it more clear
I understand it much more clearly in a discussion because it seems to give me a better idea when I view it first-hand.

BEACON PROJECT

Barbara Harris/Jan Newhouse

St. Louis Community College at Meramec

Myers-Briggs and Learning and Writing Styles
(English 101--College Composition)

When I began teaching in the Women's Career Development Program, in spite of having much in common with my students, I felt a need to gain greater insight into the needs of adult learners, particularly those returning to school after a long period in the workplace. WCDP Director Jan Newhouse suggested an approach which might prove helpful: using the Myers-Briggs Personality Inventory (MB) which students take in their Human Behavior class, as a means of identifying likely approaches to and difficulties with writing.

Jan shared with me a book entitled Personality and the Teaching of Composition by George H. Jensen of Georgia State University and John K. DiTiberio of St. Louis University. They suggest that MB profiles have proven valuable as predictors of students' learning and writing styles and of possible mismatches between students and instructors with differing personality traits. (See Appendix I)

While accepting Jensen and DiTiberio's premise, I wanted to evaluate the correlations they had identified between writing and the MB profile. I developed thirty-two items based on their description of writers' problems and preferences to divide students on the four MB criteria: extraverted-introverted (E-I), sensing-intuitive (S-N), thinking-feeling (T-F), and judging-perceiving (J-P). With eight items per criterion, I created a code to score I, N, F, and P responses as one and E, S, T, and J responses as zero. Students could add their responses and plot their score for each criterion on a number line from 0 to 8 and compare the resulting graph with their MB graph, which uses number lines from -60 to +60.

Unfortunately I realized only after the class scored the

survey that my having placed F at 0 and T at 8 resulted in the position on the number line for this trait being reversed from that on the MB number line, which uses -60 for Thinking and +60 for Feeling. Even a perfect match would not result in the two graphs having the same shape. In my haste to work up a new evaluation sheet, I did not notice that I had failed to enter three corrections which I had made by hand on the previous original. As luck would have it, two of these were on the important F-T items. To further complicate matters, several women said that they weren't sure how valid their original answers might be because they had done very little writing prior to taking the survey. I decided to set aside the tainted scores for several weeks and look at results near the end of the semester.

Two weeks before the course ended, I asked the women to retake the survey and score it on a third and finally correct evaluation form. The degree of agreement with the MB profiles increased, but still some women had two, three, or even four mismatches. They suggested that the reason might be that they took the MB at home, before the courses started, trying to answer from a business or professional perspective. When taking the survey, they were more comfortable with their role in the program and answered from a more relaxed and personal perspective.

During the semester, however, we talked several times about learning styles and personality. For some of the women--particularly Ss who need explicit, detailed information--I began to tape comments on their work so that they could have a fuller explanation of their errors. The Es often found that they liked to start assignments by writing and then paring down their writing; the Is, in contrast, almost always wanted an outline or plan before they started. In another case, two mismatched study buddies (a painfully thorough P and a quick, intuitive J) realized that their conflicts were a result of incompatible learning styles and not personal animosity. However flawed my attempt at

"research" might have been, it stimulated valuable insights into issues concerning learning and writing.

The following semester, continuing my involvement in the Beacon Project, I gave my survey the second week and, with a correct evaluation sheet (See Appendix II), I was able to put responses to use more promptly. Results showed one student with all four criteria matching, five with three criteria matching, eight with two matching, two with one, and two with none--still a result which raises questions about Jensen and DiTiberio's conclusions.

Equally humorous was the result when I divided students into groups by MB types and asked them to respond to DiTiberio's premise that MB traits affect writing; the Es (extraverts) raced through the assignment, strayed off topic, and needed some Is to help them stay on task; the Is were so thorough in their approach, they lamented that they had not had enough time to complete the assignment.

On many occasions the message implied in Jensen and DiTiberio's descriptions of common pitfalls--that everyone experiences frustration at some point in writing--seemed to comfort my returning students; their difficulties did not mean there was something wrong with them as writers. Another theme which emerged is that there are several ways to approach any writing task and what's "right" is whatever works best for the writer.

The Beacon Project has helped me understand my students as individuals. Knowing that they will undertake my assignments in a wide variety of ways reminds me to anticipate their needing equally different kinds of guidance. I have learned to be more watchful for problems which may occur and more careful about mandating strategies which some may not find helpful. Even more important, my students have gained confidence in being themselves and finding their own best way to approach both writing and learning.

Appendix I
Handouts on Personality and Writing from
Personality and the Teaching of Composition
by George H. Jensen and John K. DiTiberio
(pages 171-177)

Extraversion and Writing

Process: Extraverts generate ideas best by talking about the topic, interviewing people, or actively experiencing the topic. They tend to leap into writing with little planning, using trial and error. Free writing is a good method of developing ideas (especially N), for extraverts will think better when writing quickly, impulsively, and uncritically. They tend to develop more ideas while writing than introverts. When writing in class, their essays may reflect confusion in the early paragraphs and clarity in the latter paragraphs. They usually pause when blocked (especially if J), and the blocks are best overcome by activity (such as writing about having nothing to write about). They may even "write" better by speaking their first drafts into a tape recorder. If they perform traditional pre- writing strategies (such as outlining), they can often do so more easily after writing a first draft as a means of clarifying rather than generating ideas. Discussing drafts with others helps them both to realize the need for revision and to understand what needs to be revised. Some (especially if J) may not revise unless they receive spoken feedback. Their first drafts tend to need editing out of unrelated material. Those ideas that remain can be written about in greater depth.

Strengths: Extraverts tend to generate more ideas (if N) or facts (if S) than introverts and will generate them faster. They tend to excel at writing about experience.

Weaknesses: They may write fragmentally (touching on too many ideas) or superficially. They may lack awareness of the audience if that audience is not part of their active outer experience.

Blocks: Extraverts may become blocked if they are often unable to develop inner dialogue with themselves. The block can be overcome by carrying on an outer dialogue (pretending to give a speech, or simulating a debate). They may also become blocked as a result of having generated shallow ideas or too many ideas (especially if also N and P). Sometimes they may generate ideas so quickly that they fail to realize they have good ideas (especially if S); they may need to tell their ideas to someone who can help them isolate and identify important ideas.

Extraverts will also benefit from using their introversion (by planning an outline or getting away from a first draft to comtemplate revisions); they may be more willing to use their introversion when isolated from possible distractions or in a comfortable position (in bed or a hot bath). Some extraverts find it easier to think through a topic when involved in a routine task, such as washing dishes.

Introversion and Writing

Process: The introvert's basic writing process follows the prewriting-writing-rewriting pattern. Introverts plan before writing and want most of their ideas clarified before writing. They make outlines (especially if T), brainstorm (if N), or perform prewriting exercises. They tend not to generate ideas during class discussions but rather after the class discussion. When receiving oral feedback, they may become confused as they realize the flaws in their writing plans. The confusions

will more likely be resolved after they have been allowed to think about the problem in isolation. Since they need time and solitude for concentration, they are at a disadvantage when required to write in class (unless they have anticipated the topic and thought about it in advance). When they begin to write, they stop frequently to anticipate the direction of the essay. They may become dissatisifed with a first sentence or a transition not because it is poorly written but because they are not yet sure where it is going. Despite frequent stops to anticipate the direction of the paper, their writing flows at a more even pace--once they finally begin-- than extraverts because they are usually better at creating an inner dialogue. The paper also has usually been planned in advance. They spend more time than extraverts between drafts considering revisions. They may, as a result, revise more extensively. Throughout the writing process, they tend to write alone, asking for advice only from close friends or during private sessions with teachers. When revising, they may need to relate their ideas to experience.

Strengths: Introverts tend to excel at writing about ideas (especially if N). They tend to have the needed distance from their audience to gain a perspective for whom they are writing.

Weaknesses: They may (especially if T), present their ideas dryly unless they learn to connect them to experience. Since they tend to have less outer experience than extraverts, they may lack the information needed to analyze or connect with an audience.

Blocks: Introverts often become bored with writing because they plan so thoroughly that writing becomes a process of transcribing what has been written mentally. They may become blocked when they cannot see where the paper is going (especially if N) or when they want to have the entire paper planned in their minds before beginning to write (especially if P). The blocks can be overcome by writing temporarily in an extraverted way, by trial and error, or by writing to discover what they want to write about. Such activities work best if the introvert can see how they can free up their inner block. They may tend not to ask for advice when having trouble writing, which may unnecessarily prolong the block.

Sensing and Writing

Process: Sensing types tend to prefer explicit detailed and specific directions. When given general directions, they need to interpret them by making them more concrete. They generate ideas best from direct experience (if E) or concrete observation (if I). Their preferred prewriting exercises move from the collection of sensory data to the development of abstract concepts in a step-by-step process. Their first drafts tend to be a recording of facts that may not be related to a central theme or idea. They feel more comfortable when following a specific pattern that is what the teacher wants or is "tried and true," such as the five-paragraph theme. Their focus on isolated specifics often causes them to have a concrete coherence without a global cohesion of the topic. One word may cohere to the next until they drift off the topic. At the sentence level, they may lose sight of their point, writing sentences in which clauses are not logically connected. Even during a first draft, they closely attend to mechanics (grammar, spelling, handwriting, etc.) Similarly, they often tend to view revising as merely "correcting" or proofreading. They should be encouraged, when revising, to explain the implications of the data presented in the first draft by adding or rewriting topic sentences, thesis statements, summaries, and so forth.

Strengths: Sensing types excel at presenting factual information. As a result, they may excel at writing descriptions and technical reports.

Weaknesses: They may fail to present the idea behind the observation. They may

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fail to see the unique demands of each assignment and adjust to those demands.

Blocks: Sensing types may follow previously used patterns or "rules" too rigidly. When the pattern or "rule" does not meet the demands of the present assignment, they become blocked. They may also become blocked when they fail to interpret general directions. Unless given a general principle to separate important from unimportant details, they may become overwhelmed by large amounts of data. If too concerned about mechanics, sensing types can have the development of their thoughts interrupted.

Intuition and Writing

Process: Intuitive types tend to write best when given general directions from which they can create their own goals. Developing a unique approach to the topic is an important part of their prewriting phase. They generate ideas quickly, almost unconsciously. At their best they tend also to write quickly, letting one idea trigger another and paying little attention to mechanics. They will tend to innovate organizational patterns. In the first drafts, they present generalities without examples. Their revisions may be more effective if they resolve the unnecessary complexities of their ideas, check their facts, and as a last step, clean up the mechanics of spelling, punctuation, and the like.

Strengths: Intuitives tend to excel at presenting theories and concepts and at devising new and unusual approaches to writing.

Weaknesses: They tend to forget to include concrete examples and may not provide the reader with background information. They may also fail to follow directions closely.

Blocks: Intuitives sometimes become blocked through trying to make even a simple writing task (such as a memo) unique. As they generate ideas, they may become blocked by the escalating complexity of the topic (especially if P). In such cases, they need to get back to earth to apply their ideas to concrete situations, which both tests and simplifies their abstractions.

Thinking and Writing

Process: Thinking types tend to select topics that can be written about with distance rather than self-involvement. They organize their ideas (if N) or data (if S) into systems. In their introductions, they often establish a point of view and then argue against it. They tend to make organizational decisions by following a structure (such as an outline). If the structure dictates the inclusion of material, it is included. If not, it is excluded. Unsurprisingly, their essays often read like an outline. While writing they tend to focus on the content rather than how the material is presented to the audience. They value feedback that is given with a clear rationale (such as, "It is important for you to provide more details so that your reader will better understand your ideas"). In revising, they may need to enliven their writing with some personal examples and qualify blunt statements.

Strengths: Thinking types tend to excel at writing logically, objectively, and analytically. Their essays are often well organized.

Weaknesses: They may regard their beliefs as being universally held (especially if E) and thus be abrasive or dogmatic. They may objectify ideas and examples to a point where they lack personal interest. As a result, readers may regard their writing as being cold.

Blocks: Thinking types may become blocked when not given a clear rationale and regard an assignment as an "academic exercise." They may also become blocked when they perceive that they are treated unfairly (such as with arbitrary grading practices). They may find it difficult to write on

topics that draw upon feelings or personal experience. If they are unable to adopt or develop an organizational structure, they may find it difficult to make organizational decisions.

Feeling and Writing

Process: Feeling types prefer topics that they can care about; they often complain about topics that are "boring." Thus, deciding how a writing project is of value to them is an important part of their prewriting phase. While writing, they tend to draw upon personal experience (an inner experience if I and outer if E). Their introductions will often begin with a personal example. They rely less on structure than thinking types. They often begin with a sentence and then follow "the flow" (their own subjective thought process). They also make organizational decisions by anticipating the reader's reaction to their prose. If they feel that the reader needs additional information, they will include it, even when it violates a structure or outline. In general, they tend to focus more on how the message is delivered to the audience than on content. They write best when given personal encouragement and feedback that focuses on the possible reactions of the audience (such as, "How do you feel that your audience will react to this statement?") If overly criticized, they may wish to ignore revising or writing in general; when revising, they may need to clarify the content and improve their organization.

Strengths: Feeling types tend to excel at topics that draw upon feelings, and thus are good at making contact with the audience. They qualify their statements, but their writing will usually reflect a deep personal conviction. Their writing often contains personal examples and reflects a concern to make their writing interesting.

Weaknesses: Their writing may lack clear organizational structure (especially E, S, or P) and may be overly sentimental (especially if E).

Blocks: Feeling types may become blocked when trying to follow an outline or when too rigidly following an organizational pattern (especially if S). They find it difficult to write critically if they believe that the criticisms may hurt someone's feelings. They may also become blocked if their personal values are not involved. Often their concern to make their writing interesting will cause them to struggle to find the exact word or phrase, the precise opening sentence, that will capture the reader's attention.

Judging and Writing

Process: Judging types tend to limit their topics very quickly and set goals that are manageable. They devote time to setting process goals (how to get it done), which ideally include plans to stop at key intervals to analyze and revise objectives. Since they want to complete the first draft expediently, they may divide the paper in sections (especially if I and T) so that it can be written more easily and make organizational and stylistic decisions quickly. Their first drafts tend to be short with ideas stated emphatically and without qualification (especially if T). The organization may be clear, but the content may lack development. When revising, they need to reevaluate decisions that may may have been made hastily or arbitrarily, more thoroughly analyze their ideas, expand their writing to clarify or qualify, and improve transitions.

Strengths: Judging types tend to write quickly, meet deadlines and produce more writing.

Weaknesses: They may be overly emphatic, set goals that are unambitious (especially if S), and too rigidly adhere to their original plans.

Blocks: Judging types may begin writing before they have collected enough

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information or generated adequate ideas; if so, they may become blocked during a first draft because they do not have enough to write about. Since they tend to stick to their plans, they may force themselves to sit and stare at a blank sheet of paper for hours. They are better off delaying the writing to think more about the topic or more thoroughly research it. Since they tend not to revise goals and plans, they may become blocked when those goals or plans prove faulty. They may become blocked when a teacher forces them to write more broadly than they want to.

Perceiving and Writing

Process: Perceiving types tend to select broad topics and dive into research without limiting them. Topics will usually be limited only as the deadline approaches. They want to research or analyze the topic thoroughly before beginning to write and may feel that there is always one more book or article to read. They may have difficulty dividing the essay into sections, and thus may need a large block of time to devote to writing. When writing, they pause frequently to consider numerous alternatives (especially if N) and to ponder over organizational or stylistic decisions. Their first drafts tend to be long and thorough but also too inclusive. When revising, they may need to cut down the length of the paper or to refocus its direction.

Strengths: Perceiving types tend to investigate their topics thoroughly and present carefully considered ideas.

Weaknesses: They may write on topics that are too broad or may lose sight of their original goals while writing. As a result, their writing may lack a clear thesis. They may also only begin to write when an external deadline is approaching, which may leave them no time for revision.

Blocks: Perceiving types may become blocked if they fail to limit their topic adequately or limit it too late in the writing process. Their need to be thorough may cause blocks when they try to be too inclusive. Large amounts of materials can be overwhelming (especially if S) or hard to organize (especially if F).

Appendix II
Writing Survey--English 101--WCDP

We are interested in looking at ways that writers prefer to work. There are no right or wrong answers. Please indicate the response that is more likely to fit your personal style a majority of the time. Obviously none of us is always going to work in one way and not in another.

1. To get ideas I like to
   a. get off by myself and think
   b. talk to others

2. When developing my ideas, I am more likely to run into trouble because
   a. I go with the flow and get off topic fairly easily
   b. I stick to my ideas so closely I don't put in enough "human interest" or elaboration for some readers

3. When revising a first draft, I first check to make sure
   a. my ideas and organization are clear
   b. I have something lively to catch the reader's interest

4. My first drafts are usually
   a. too short, so I have to add developing detail
   b. too long, so I have to cut the excess words or information

5. I get my best ideas
   a. in class or office discussion
   b. when I'm alone and have a chance to think over what has been said

6. I do my best planning
   a. in my head, mentally reviewing different approaches
   b. on paper, making lists, diagrams, or doodles

7. I prefer to write about topics that I
   a. feel strongly about and have a personal stand on
   b. am curious about and can look at objectively

8. I have been told, or have concluded myself, that in my writing I should
   a. leave more room for possibilities I haven't considered
   b. spend less time worrying about all of the options and make a decision or take a stand

9. After I write a first draft, I
   a. like to get feedback from others to help me revise
   b. don't let anyone see my work until I have it the way I want it

10. The process of putting words on paper is most often
    a. clarifying--a source of discovery of ideas
    b. frustrating--a slow process of recording ideas that are way ahead of my ability to transcribe them

11. If I am writing from personal experience, I will do best if the topic is
    a. fresh and still charged with emotion
    b. in the past and calmly evaluated

12. I am more likely to have trouble with research because
    a. I can't decide which facts are important and which can be left out, so I end up with too many notes
    b. I sift out facts too quickly and end up without enough notes

13. If I am stuck in the middle of drafting, I do better if
    a. I struggle to find my own solution
    b. I get help right away

14. When an instructor gives an assignment, I prefer
    a. the flexibility to design my own approach
    b. detailed directions about exactly what is required

15. Introspective papers which require me to examine my own feelings strike me as
    a. a valuable opportunity to grow in self-awareness
    b. an embarrassing invasion of privacy

16. When I reach a conclusion, I usually feel
    a. satisfied to consider it final and glad that the job is done
    b. a little tentative and eager to check it out and consider possible revisions

17. If I am required to turn in an outline, I usually
    a. write the outline first and use it as a roadmap while I write the paper
    b. write the paper first and go back and make an outline based on what I wrote

18. Topics that are new or unfamiliar usually
    a. fascinate me; I'm tired of the same old stuff
    b. bore me; I have to be able to relate

19. The most effective preliminary step for me is to
    a. divide my topic into several subpoints to consider
    b. explore my feelings about the subject

20. My usual approach is to
    a. delay writing as long as possible so that I'm sure I haven't overlooked something important
    b. begin writing as quickly as possible, often while I am still collecting my information

21. I am most comfortable and produce my best writing
    a. in collaborative projects in which several individuals engage in a good deal of give and take
    b. in projects that give me freedom to set and meet my own standards with a minimum of outside input or review

22. I prefer to get material to use in writing by
    a. observing and recording what goes on around me
    b. using my mind to review what I remember or imagine

23. If I had to expect and accept some negative response to my writing, I'd rather hear the reader say
    a. "That was really interesting but pretty confusing."
    b. "That really made sense but it was pretty dull."

24. To make effective use of my time doing research, I need
    a. a clear sense of what I'm looking for
    b. the freedom to see what looks interesting as I go along

25. As I prepare to write, I think I would get more out of a free afternoon or a free hour by spending it
    a. discussing my topic with a group of colleagues
    b. reading about my topic in a good library

26. I am more likely to get stuck because
    a. I know the point I want to make, but I can't come up with interesting facts or examples to develop it
    b. I have lots of facts and examples, but I can't see a unifying point to use to tie them all together

27. I feel I have the best chance to persuade a reader if I can come up with
    a. statistics and proven facts
    b. the personal impact on one or two individuals

28. Deadlines that divide a task over several weeks
    a. help make the job easier to manage
    b. frustrate me because I feel rushed or lose continuity

29. If I have to write in class or in a busy office I would be more likely to
    a. have no trouble getting started but discard an attempt or two before I get a clear train of thought
    b. have trouble getting started and need to take what I have worked on home to redo it

30. I think rules and patterns to follow are
    a. a helpful tool which often makes writing easier
    b. a senseless barrier to creativity and communication

31. When I write,
    a. I take pride in not revealing biases
    b. I want my readers to share my feelings and attitudes

32. In finding information, I like to
    a. look into as many perspectives as I can find
    b. rely on one or two well-informed sources

BEST COPY AVAILABLE

Score Analysis

In the response grid below, please enter the number codes to your response to each item in the survey.

1. a=0 b=1	5. a=1 b=0	9. a=1 b=0	13. a=0 b=1	17. 1=0 b=1	21. a=1 b=0	25. a=1 b=0	29. a=1 b=0	
___	___	___	___	___	___	___	___	

E/I Total ____

2. a=1 b=0	6. a=0 b=1	10. a=1 b=0	14. a=0 b=1	18. a=0 b=1	22. a=1 b=0	26. a=0 b=1	30. a=1 b=0	
___	___	___	___	___	___	___	___	

S/N Total ___

3. a=1 b=0	7. a=0 b=1	11. a=0 b=1	15. a=0 b=1	19. a=1 b=0	23. a=0 b=1	27. a=1 b=0	31. a=1 b=0	
___	___	___	___	___	___	___	___	

T/F Total ___

4. a=1 b=0	8. a=1 b=0	12. a=0 b=1	16. a=1 b=0	20. a=0 b=1	24. a=1 b=0	28. a=1 b=0	32. a=0 b=1	
___	___	___	___	___	___	___	___	

J/P Total ___

Plot your total on the lines below to graph your results.

E/I _____
8 7 6 5 4 3 2 1 0

S/N _____
8 7 6 5 4 3 2 1 0

T/F _____
8 7 6 5 4 3 2 1 0

J/P _____
8 7 6 5 4 3 2 1 0

Please enter here your results on the Myers-Briggs (letter and number) so that we can compare them to the survey.

E/I _____

S/N _____

T/F _____

J/P _____

60 30 0 30 60

BEACON PROJECT

MARTHA MAYNE

Holy Innocents School

Into-Through-Beyond Content
(Language Arts)

Several students in my 8th grade reading and English class demonstrated difficulty in expressing an opinion to open-ended questions. Even students with high scores on standard tests struggled when recording their answers in full sentences. Other students exhibited problems in sequencing, comprehension, and following directions.

Based on the above observations, I introduced the INTO-THROUGH-BEYOND CONTENT model in Writing to Learn (Zemelman/Daniels) in my 8th grade reading and English classes to fulfill my AACJC-Kellogg Beacon project. I chose two options from several in each component of the model to introduce to the class, thus giving me room for error should a particular method prove unsuccessful.

INTO

Under this component I selected: 1) Introducing the K-W-L (Know-Want-to-Know-Learn) method and 2) Using "First Thoughts" before shifting to a new story or language activity.

The K-W-L method was the most successful tool of the entire project. In reading class I distributed cards to the students, asking for definitions and random thoughts concerning a particular genre we were about to explore. In the section exploring myths, for example, students answered as follows: "A story that isn't real," "A scientific project," "Connected with the country, Greece," "Things like Robin Hood, magic, and sorcery," "Something that people say, but is not true," "Something passed down from generations," and "When I was in Turkey I met a guy named Mythmed." I collected the cards and held them until we had completed the section on myths.

The W (Want to know) was covered, to my surprise, in our new

reading series by Houghton Mifflin. The text is accompanied by a Journal and a Resource book, both of which address this issue. After an introduction of the genre, the workbooks direct students to write their expectations and what they want to learn. The class had some difficulty with this activity at the beginning of the year. Several students answered, "Nothing." By the second semester more students completed this section, but the general opinion persisted that it is difficult to state what you want to learn when you know little or nothing about the topic. Perhaps the students need to be more advanced or mature to deal with this component of the model. We struggle with critical thinking on a daily basis in the reading class.

The L (Learn) method was measured by both the reading series evaluation and the students' new responses on the original cards distributed at the beginning of the unit. The series evaluation was poor at the beginning of the year, but scores have improved for most students. As a class, the students demonstrate more readiness to express their opinions. Some students giggled when rereading their original definitions of myth. All but two students changed their answers significantly to include information such as the need for hero or the theme of good versus evil.

I followed the same general procedure in the grammar instruction in my English class. Before introducing a part of speech, I distributed cards or slips of paper requesting a definition or example. Before we studied adverbs, cards came back with: "An -ly word," "Modifies a noun," " I don't know," "Describes action," "Helps a verb," and "an adjective or a verb." One swift glance at the cards alerted me that review was necessary.

When I asked what they wanted to know about adverbs, again the majority groaned "nothing."

As with the reading class, I returned the cards after we completed the work on adverbs. The majority of responses correctly

defined and gave examples for an adverb.

THROUGH

Under this component I selected Introduce "Stop-N-Write." The students paused at different points within the reading assignment and wrote what they had read. Then volunteers shared with the class. I noted slower students adding comments to their notes while others shared, and I encouraged the practice, since it brought those students back into the story.

The class paraphrased reading material at the end of a story on a regular basis. Both "Stop-N-Write" and the paraphrasing slowed down the class significantly, but there was a significant improvement during class discussions by those who would not contribute previously.

In teaching grammar I introduced only "Stop-N-Write," since paraphrasing was not applicable. After introducing a part of speech, for example, I asked the students to write several creative sentences using the assigned part of speech. Each student selected one sentence to record on the board, and the entire class checked it for accuracy. If a correction was necessary, the student corrected the sentence before giving it to me. The students struggled with the assignment at first, but soon became eager to go to the board, and they expressed appreciation for the extra practice and immediate feedback on errors. In almost every case the students could correctly define a part of speech at the end of the unit if we had employed the "Stop-N-Write."

BEYOND

Under this component I selected: 1) Collaborative writing and 2) Integrating the reading material into the English class.

Again the new reading series assisted in supporting collaborative writing. Each story offers several options for both individual and collaborative writing. After the students seemed comfortable writing together, I included the options for individual

projects. Not only did more students choose collaborative projects, but they began to form groups that succeeded in completing the task.

Most projects included both writing and artistic expression such as drawings or drama activities. At first I assigned groups, making sure to include creative writers, good editors, and students with artistic potential. I addressed potential social conflicts by requesting the students to write on a slip of paper the person they would most and least like to work with on the project. The groups were assigned based on their preferences as closely as possible. With other projects, I allowed the students to group themselves or count off to form random grouping.

Since the reading class is followed by English, it was an easy transition from working on reading projects to producing a polished document or project in English class.

CONCLUSION

At the beginning of the year I anticipated a period of adjustment, since the students are more comfortable with traditional methods in the classroom. Though there was initial confusion, the class surprised me by their willingness to try what I requested. It is important to note that I was completely honest and open with them in discussing the AACJC-Kellogg Beacon Project. I approached the experience as a chance for all of us to learn something about ourselves. They caught my enthusiasm early in the year. It became their own by mid second semester.

My major concern was the class resistance to responding to open-ended questions. There seemed to be less problem in the INTO phase, especially when addressing the Know/Learn methods, but they did not succeed in answering what they wanted to know about a particular genre or part of speech. I continue to feel this is due to their maturity level.

The positive results far outweigh any difficulties we

experienced. Both the social studies teacher and I have observed great improvement in responding to essay questions. The students have upgraded their ability to express their feelings in writing, especially those students who regularly score high on standard testing. The students who have more trouble with standard testing improved their scores on the more formal reading series evaluation. Overall comprehension improved after we began collaborative grouping.

The success of each component during the year encouraged me to try some of the methods in my 6th and 7th grade English classes. As a result, I can look forward to students next year who are proficient in the K-W-L method and collaborative writing groups. The social studies teacher has agreed to work with me in integrating assignments between English and Social Studies with the classes we share. What started out as an experiment will be a working reality in next year's curriculum. Personally, the experience has given me an appetite for trying new things on a regular basis. Both student and teacher benefitted from this program.

JACK SMITH

North Central Missouri College

The Theme of the Individual and Society: The Puritans to <u>The Scarlet Letter</u>
(American Literature 1)

Before I make comments on the success of my new approach to American Literature 1, I wish to comment more generally on my pedagogy up to the point in which I implemented this approach.

In my American Literature 1 course (Puritans to Whitman), I have long struggled to get students to make connections: to see relationships between works written by one writer; to see relationships between one writer and other writers; to see relationships between one period and another. Until a few years ago, I thought a mix of lecture and discussion was the best method of reaching my students. Discussion was rewarding to me professionally, and I could see that my better students (or more interested students, at least) enjoyed the chance of sharing their ideas. But I wanted to be sure my students "got it," and so, after some discussion, I tried to hammer it home with my best stuff. I did a close reading of texts, spoonfeeding so that any student, it would seem, should have had a complete set of notes--a real handle on the course material. I told students to desecrate their texts: take plenty of marginal notes, mark passages, circle key words. I showed them my own desecrated text. I told them to take down everything I said in class. Naturally, I looked out and saw that few, if any, did what I wished. Some looked at their desks, some at other students, some at me--with mild interest. Lecturing, I discovered, was talking to myself. Maybe I'm boring--or maybe, as I've been told, students raised on the tube don't have the kind of attention span required of one who is willing to take in an hour's worth of ideas, arguments, and supporting particulars. Like many instructors who have discovered that their gems have been cast

before swine, I began to move toward more student-centered activities--journal entries, small groups to share entries, group reports, individual reports followed by general class discussions.

Still I was not able to get students to "put things together" to my satisfaction. A few students could, of course, but I wanted to reach more students--the "C" and "D" students--the heart of the community college student population.

At the Kellogg-Beacon workshop in February 1991 (Lynda Jerit at Penn Valley Community College), I was introduced to the recursive method of structuring a course. I was immediately fascinated by the idea that one might provide a special focus and enable students to organize concepts more coherently and meaningfully. I decided to implement this recursive approach in my American Literature course the following fall. I envisioned a more structured approach for my students, good as well as fair to poor.

As I considered an approach toward my material, I saw that much of what I try to cover in this course might be included under the general theme of the individual versus the community--or in a more general sense, the dichotomy of self and world. I decided to plan a series of recursive assignments with this theme in mind. I would trace this theme from the Puritans to the Revolutionary writers through the Romantics.

I saw that much of what we read about the Puritans might be organized in terms of this general structure (if one defines "world" theocentrically); I decided to drop the test I had traditionally given on the Puritans and replace this test with a paper. Students could choose to write on one of three "bad eggs" who clashed with the Puritan community: Anne Hutchinson, Roger Williams, or Thomas Morton. We would cover as many Puritans as ever (e.g. such writers as Bradford, Bradstreet, Winthrop, Rowlandson, Taylor, Edwards), but at "test time" students would focus on just one writer--with the benefit, of course, of their

study of several Puritan writers. As usual I asked them to keep journals; we met in small groups; we had general discussions. Sometimes I started the class with an invitation for the students to tell me, now, what they knew about the Puritans. I was disappointed that they did not know very much, but I hoped that the writing assignment would help them think about the Puritans and examine what they did know.

I gave them a general idea about the writing assignment, and then, in an effort to involve them in the process, invited them to consider the kinds of questions which should be asked to develop a paper on Hutchinson, Williams, or Morton. They had a few days in which to submit questions. From these questions, and from questions which I myself developed, I set forth their assignment. I emphasized that I did not want them merely to tell me "what happened." I wanted evidence that they were considering the implications connected with the struggle between the writer they had chosen (e.g. Hutchinson) and the Puritan society. "What is <u>really</u> at issue?" I asked them. I wanted them to look to other Puritan writers for a better understanding of the Puritan mind and then to consider why Anne Hutchinson, Roger Williams, or Thomas Morton--all quite different, of course--violated Puritan law or clashed with the Puritan doctrine. I did not want students simply to write down what they had read about these writers. I wanted them to use, as much as possible, the general precepts we had covered in studying the other Puritan writers.

Well, this was certainly hoping for a lot from freshman and sophomores, but I pushed for results. We wrote and rewrote. I gave them one assignment which was called "a risk-taking assignment." I simply wanted them to stretch their minds, to consider as many Puritan ideas as they could and to bring these to bear on the problem at hand. Not that they could use every nugget of truth discovered in a Bradstreet poem--but I hoped to see them

widen their vision about the Puritans.

I can't say that students really incorporated this larger vision of the Puritans in their papers. I think, perhaps, my assignment just needed to be worded more carefully, or perhaps I needed to model the assignment some for them. But I do believe the assignment was a good one, and I will try it again or something similar to it.

As a result of our working so much on this assignment on the Puritans, we were not able to meet the second goal of my project, which included a paper re-examining the Puritan concept of self and world from the Revolutionary literature perspective. Time simply did not permit us to do this.

So we pushed on, instead, to the Romantics, and I devised an assignment which would allow us to include a two-part approach to The Scarlet Letter: 1) to identify the ways in which the individual is seen by a variety of writers from Franklin to Poe, and 2) to identify the ways in which Hawthorne in his classic romance goes back to the Puritans but combines other viewpoints besides the Puritan framework to evaluate the Puritan theocracy in its handling of the individual.

Upon reading this assignment, one of my colleagues politely informed me that it looked like graduate work. Perhaps so. Perhaps not. What, after all, does one expect of one's students in a survey course but an understanding of the literature from various perspectives, based upon certain social, political, literary, and philosophical developments and trends? What is a survey course but this sort of inquiry? And can one read Emerson or Thoreau or Hawthorne with much understanding without going over our students' heads? And can't we expect them to dig it out and suffer a little and puzzle out the meaning of Emerson's Nature? And yet, having said all this--and having looked at my assignment--yep, my colleague was correct. My assignment has all the marks of a

graduate assignment (sounds a little like one of those Ph.D. comp. questions, come to think of it).

Still, I've always had this tendency to want to push students, and so I don't really feel too bad about my graduate-level assignment. In fact, I think I might have accomplished something in asking my students to examine a host of complex relationships. Maybe they didn't do nearly as well as I could wish for, but I do feel they got exposed to a way of thinking about literature. I think they were challenged. My better students performed well. My grade book would suggest that I did not reach the poorer students on this assignment--nor on the Puritan paper assignment.

I don't quite know how, yet, to reach the average to poor student. I want to engage this person, and I had hoped that a way of focusing the material would help. But surely I'm kidding myself: this is a pretty highbrow sort of activity--investigating the dichotomy of self and world! Well, I don't know what to do. . .what about the matter of watering down? But perhaps I simply need to find a different focus--something that draws the poorer students in. Not fluff. Just something they can fancy, while meanwhile I assemble, on the sly, intellectual structures to slip in when they're least expecting. . .

Let me say that I appreciate the Kellogg-Beacon grant money. I do believe that I will be able to modify my approach to reach more students. I see last fall's American Literature 1 recursive project as only my pilot study.

LINDA VAN VICKLE

Jefferson College

Beginnning at the End

(Honors Composition I--Basic Writing and Mythology)

Perhaps the most difficult part of my year-end commitment to the Kellogg Beacon Grant Project was to focus only on what I had declared as my Fall 1991 project: introducing reading strategies into my Honors Composition I class. I could not resist incorporating more of the teaching strategies I had learned into my other classes. Some of these efforts were so successful that I regretted not being able to share them in my year-end report.

Imagine my relief when Betsy's February letter urged me to write a "lively description" of my work. Freed from the constraints of an overly formal report, I then asked Betsy if I might include some of my unplanned success stories. As encouraging and enthusiastic as ever, she urged me to include whatever I felt was significant. I decided, therefore, to share some of the activities most representative of what I have learned through working with this project.

The classes I worked with were diverse in both content and students: Honors Composition I, Basic Writing, and Mythology. The Honors Composition curriculum included challenging readings and longer, more analytical writing assignments. The students were articulate, confident, and hard-working. In contrast, the Basic Writing curriculum focused on relatively short reading assignments, and writing assignments were at the paragraph level. The students lacked self-confidence though most wanted very much to improve their writing skills. Finally, the mythology class offered an overview of world mythologies and an introduction to archetypal criticism of contemporary literature. The students ranged from very well-read, competent writers to those who struggled to get

beyond the literal action in the myths.

Incorporating more reading strategies into my Honors Composition I class was the focus of my original year-end commitment project. As I had planned, I began this project by choosing a new textbook, The Winchester Reader, which contained a variety of essays from classics like Bacon's "Idols of the Mind" to contemporary essays on mall shopping and television. I chose the chapter "The Power of Names" to work with first. Before assigning the three short essays--Maya Angelou's "What's Your Name, Girl?" Mary McCarthy's "Names," and Paul Gruchow's "Seeing the Elephant"--I planned some focusing activities in class. I read to the students a short newspaper article on yuppie names--names carefully chosen to project a sense of power, status, or intelligence. What followed was a lively discussion of what the students perceived as "good" or "bad" names.

Next, I turned the focus to the students' own names. I asked them to freewrite in their journals for about five minutes on anything that came to mind about their own names. After five minutes, the students read what they had written. Some of the varied responses grew directly out of the previous discussion as students wrote about how their names might be perceived by others. Some wrote on how their names were chosen or whom they were named after; others wrote about their nicknames. A few described how their names were mispronounced or forgotten by teachers or employers.

After our discussion, I assigned the three essays to be read before the next class meeting. I asked the students to write a brief reaction paragraph over each essay in their reading journals. When the class next met, the discussion about names took a more serious turn. The essays had revealed how names could be used as weapons, labels that determined a person's worth. The Maya Angelou essay especially impressed the students. One wrote, "I thought my

name was just a name. I didn't think of it as a possession that someone could try to take away." Another wrote, "When we talked about names in class, I thought it was funny. But it's not funny if people think who you are is what you're called. I'm not just my name."

Overall, the journal entries were more extensive and insightful than those I had read in previous classes. The students did more than simply summarize what they read; they actually responded. Class discussions were lively and dominated by the students. My function was primarily that of a recorder. I considered this first effort to stimulate more active reading an unqualified success. Subsequent reading activities were not always so successful. I think a key ingredient is student interest in the topics, and this is not always easy to predict. My next goal is to help students find interest and meaning in those topics that do not immediately attract their attention.

The activity I used in my Basic Writing class grew out of the integrated learning activity model shared by Lynda Jerit at our first workshop. I wanted an exercise that would get my high anxiety basic writers used to writing, talking, and listening early in the course; and Lynda's model offered the possibility for all of these components. My goal in using this activity was to lead the students to an awareness of a key concept in any writing class: writing is a process. The activity I designed had the additional goal of helping my students to build a writing community by making them comfortable with each other.

I began our second class meeting by dividing the class into groups of four students. All of the groups were given a survey to complete with input from each group member. (See Addenda) Students spent about fifteen minutes discussing the survey questions. All group members were encouraged to take any additional notes as they recorded each other's responses. At the end of fifteen minutes, I

asked each group to share its responses, which I then wrote on the board. When possible, we summarized.

After about fifteen minutes of sharing all the groups' responses with the class as a whole, I put the groups to work on the next step, asking them to use the results of the surveys to write five sentences describing the kind of student taking this class. After ten minutes I then asked each group to write five sentences describing how a writing class could best meet the needs of this student. The groups completed this step by the end of class, and I collected all of the materials they had written.

At the next class meeting, I presented an overhead on which I had written all of the sentences generated by the groups. After a brief discussion, the class again broke into groups which were given their original lists of sentences. Groups then had ten minutes to modify their lists if they chose to do so and to prioritize the sentences in each list. Once more all of the groups shared their results with the class as a whole, with each group sharing its top three sentences from each list.

Finally, I asked all the students to write individually on the following topic for about thirty minutes:

> Using the results of your survey and the observations you made in composing the previous sentences, you will now write a short paper.
>
> > You have been hired as a consultant by the Jefferson College English Department. The instructors have requested specific information on how they can more effectively teach composition. Your report to the instructors should specify **three** suggestions. Each suggestion should be justified, i.e. tell why you think it is important and how it will best meet the needs of the students. Your report should also include some specific instructions on how to best carry out each suggestion.
>
> You have thirty minutes to complete this portion of the assignment. Concentrate on getting all the information on paper. Do not get bogged down by concerns of punctuation or spelling.

In thirty minutes, most of my high-anxiety writers, who did not think they could put together a coherent paper, generated three to four pages of writing--a solid first draft. Interestingly, most papers included the suggestions, "Break students into small groups," and "Let the students get to know each other during the first week of class."

This assignment gave me insight into the preferences and concerns of my students. It also showed me and the students themselves that this was a classroom of people who were capable of writing. Most were quite surprised that they could get so much on paper in such a short time. They also experienced writing as a process rather than as a single-step of sitting down and writing. They saw the advantages of discussion and relaxed prewriting before generating a first draft. This exercise did more to convince my students to use prewriting than anything I have tried in the past.

The last project I've chosen to share grew out of the workshop "Collaboration and Testing" conducted by Professor Alan Rubin and Professor Walter J. Bobkiewicz. "Do I test to show students what they don't know, or do I test to help students learn?" I asked myself as I left that workshop. I put together what I thought was a finely crafted conglomeration of multiple choice, fill-in-the-blank, short answer, and essay questions. I returned carefully marked tests, recorded grades, and went on to the next lesson, confident I had done my part. But upon reflection, I could not say with confidence that these tests met my goal of helping students learn.

Mythology offered me the best opportunity to try something new. I was less concerned with my students' memorizing the names of a multitude of gods than their seeing connections among the myths, common themes and motifs. I wanted them to appreciate the craftsmanship of the myths and the depth of their meaning.

My first modification of testing was at the quiz level. I

could tell after the first week of classes that I had a very typical class: some students came thoroughly prepared, having read the assignment, while others obviously had not. I announced to the class that there would be a fifteen-point quiz at the next meeting. The first three questions of the quiz would be simple recall questions that anyone who did the reading would be able to answer. Students who answered all three questions correctly would be able to work with other students to complete the second part of the quiz: a twelve-point short essay question which required the student to present and support an opinion or an interpretation. I explained to the students that I wanted them to be able to share ideas and insights before writing; only students who had read the assignment could do so.

On the day of the quiz, I handed out truly easy recall questions, printed on small strips of paper. Students completed this part of the quiz in less than five minutes. A brief glance at the strips as they were handed back to me confirmed whether a student was able to take the second part of the quiz collaboratively. To my and my students' relief, everyone correctly answered the first three questions. Even those who had been absent apparently got the word and came to class prepared. Students were then given the short essay question and allowed to discuss it in groups of three to four for about five minutes. Students then wrote individually on the question for ten minutes. Since the quiz was over the material used in the day's lesson, when the class began its discussion of the material, everyone was focused and prepared; so the twenty minutes "invested" in the quiz were well spent.

At the end of the class, I handed out 3 x 5 notecards and asked students to briefly give their thoughts on the quiz's format. Since I was a little concerned that some might find the possibility of not being allowed to work with others embarrassing--a public

admission of not being prepared--I was surprised that the students did not voice that concern. Some of their comments included the following: "The test was very fair." "I liked working with somebody else. Not as much pressure." "The first questions were easier than the second part!" "I wouldn't want to help somebody who didn't read the story." "Will all our tests be like this one?"

While I had not intended for the major tests to follow this same format, I did want to keep a collaborative element. The first major test was given in two parts: an essay section and an objective section. The first part was a take-home essay test consisting of four questions from which each student had to choose two. I gave the students these questions during one class and allowed them to discuss the questions, again in groups of three to four, for twenty minutes. I was pleased that the students stayed on the task of discussing the questions, and many took notes, something I had not suggested. Students then took these questions home and wrote on the two of their choice. Students turned in the essays at the beginning of the next class and took the objective portion of the test, consisting of short-answer questions, definitions, and slide identifications.

I was very pleased with the results of this first test. While there still were some students who simply did not develop or adequately support their essays, most did very well. Their answers demonstrated reflection and individuality. The collaboration did not result in a batch of "cloned" answers built around the same examples and support. Even the objective portion of the test was completed well by most of the students. Completing the essay questions at home right before the objective portion probably aided in their understanding.

The students themselves were pleased with the format of this test. While I'm not sure if they truly helped each other in their pre-test discussions, <u>they</u> thought they did. That perception

seemed to be a real confidence-builder, especially among those students who said they had experienced test anxiety in other classes. Student comments about the test were unanimously positive: "I felt the format of the test was fair and very clear." "I really thought the test was set up really well." "I worked hard on the essays and think I learned more than I thought I would already." "I liked taking the essays home to work on."

I intend to make further use of this collaborative testing format, perhaps modifying it for use in my other literature classes.

The varied activities I used in these classes--reading strategies, collaborative writing exercises, and alternative testing procedures--shared some common features. All fit easily into my current lesson plans. These were all activities I had used in previous classes; what changed was the approach and the rationale behind each activity. The students were intrigued by the novelty, and I had a better understanding of what I hoped to accomplish. A second characteristic shared by these activities was that they were no more time-consuming than my previous attempts to reach the same goals. What did change was that the time was taken up by more student participation than teacher-intervention. And this increased student participation was the most important characteristic shared by these activities. In each class the students spoke more, wrote more, and, I believe, learned more as a result of the new approaches I used.

Having reached the end of my two-year commitment to the Kellogg Beacon Grant Porject, I have a sense of just beginning. The ideas and insights I have gained through the workshops have reshaped many of my attitudes and methodologies, but I still have a long way to go. I am sure in the coming years, I and my students will continue to benefit from what I have learned.

BASIC WRITING
GROUP WORK

I. You will be given about ten minutes to complete the following survey of your group's members.

1. What is your major area of study?
   a. _____ b. _____
   c. _____ d. _____

2. How many hours are you carrying this semester?
   a. ____ b. ____
   c. ____ d. ____

3. Do you work? If so, how many hours per week?
   a. ___ b. ___
   c. ___ d. ___

4. What other writing courses have you taken?
   a. _____ b. _____
   c. _____ d. _____

5. What kinds of writing have you done? (Examples: journals, letters, poems, stories, essays, term papers)
   a. _____ b. _____
   c. _____ d. _____

6. What kind of writing do you expect to be doing in your other classes or in your future work?
   a. _____ b. _____
   c. _____ d. _____

7. What do you consider your strength as a writer?
   a. _____ b. _____
   c. _____ d. _____

8. What do you consider your weakness as a writer?
   a. _____ b. _____
   c. _____ d. _____

9. What do you hope this class will do for you as a writer?
   a. _____ b. _____
   c. _____ d. _____

10. Check the learning strategies that seem to work well for you.

	a	b	c	d
working alone on exercises/drills	—	—	—	—
listening to lectures	—	—	—	—
working on exercises in a group	—	—	—	—
using computer drills	—	—	—	—

11. What technique did a previous teacher use that you found very helpful?
   a. _____ b. _____
   c. _____ d. _____

12. How would you prefer your writing topics be determined?

	a	b	c	d
I want to chose my own topic.	—	—	—	—
I want the topic assigned.	—	—	—	—
I want a choice of several assigned topics.	—	—	—	—

13. How important are the instructor's "marks" on your papers? (For example: errors marked, comments, and suggestions)

	a	b	c	d
I never read them.	—	—	—	—
Sometimes they're helpful.	—	—	—	—
I always read the comments and use them to improve my work.	—	—	—	—

14. How much time do you spend working on a paper?

a. _____ b. _____

c. _____ d. _____

15. Briefly describe your writing process. (Example: freewriting, outlines, multiple drafts, single draft, etc.)

a. _____ b. _____

c. _____ d. _____

MYTHOLOGY
SAMPLE ESSAY TEST

Answer two of the following questions in well-supported essays. Support your answers by referring to the hero myths we have read and discussed in class. Your references should be specific and should support your answers. Do not simply retell what "happens" in the myth.

Essays should be typed or neatly written in blue or black ink on smooth-edged paper.

These essays are due at the beginning of class on _____.

1. a. While heroes are typically brave and able to accomplish great feats, they often exhibit other traits which are important to their respective cultures. What are some of these other "heroic" virtues exhibited by the heroes we've studied? What do these virtues reveal about the heroes' cultures?

OR

1. b. King Arthur exemplifies the heroic virtues of his western culture just as Rama exemplifies the heroic virtues of eastern cultures. Compare and contrast these two epic heroes. How do their similarities and differences reflect the similarities and differences between eastern and western thought.

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2. The Eternal Feminine has two aspects: a) the nurturing and life-giving aspect (wife/mother) and b) the devouring and destroying aspect (temptress). How are these two aspects revealed in the women who appear in the hero myths we've studied?

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3. Joseph Campbell says that the hero undergoes a "transformation of consciousness" through the trials he endures. Choose any three of the heroes we've studied and explain how the heroes were "transformed" or changed by their experiences. What is significant about the new state of consciousness each hero attains?

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4. Sometimes heroes find it easier to overcome monsters than to overcome their own personal weaknesses and desires. Choose any three of the heroes we have studied and explain how each had to overcome a personal failing as part of his heroic journey or quest.

SECTION 2:

READING STRATEGIES AND INTERVENTIONS

CHERYL HALE, Ph.D.

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Reading Newspapers In Search of Psychology
(General Psychology)

Most introductory psychology texts discuss research methodology in the first or second chapter. The objective nature of science is discussed in regard to research design, subject selection, data analysis and interpretation, and the type of conclusions appropriate for each research method. A variety of methodologies (surveys, naturalistic observation, case studies, correlational studies, experiments) are discussed. After discussing the basics of methodology, one of my explicit goals in the general psychology course has always been to point out to students that they should carefully evaluate surveys or research reported in the media before accepting the findings or conclusions. The example I use in class is a hypothetical survey concerning attitudes regarding abortion conducted by either a pro-life or pro-choice group. I ask my students to think whether their response would differ if they were asked "Are you in favor of abortion?" vs. "Are you in favor of murdering unborn children?"

Expanding on this goal of critically evaluating research presented itself as an obvious intervention to implement for the Kellogg-Beacon project. Critical thinking involves analyzing, evaluating, reorganizing,and relating information to a larger body of information. I believed that having my students read newspapers and magazines from a psychological perspective would improve both their understanding of psychology and critical thinking skills. I selected one section of general psychology for the intervention. The class met once a week and had an initial enrollment of 29 students. Twenty-three students completed the course. The following includes the majority of the information concerning the intervention that students received during the first class meeting.

The Assignment

The science of psychology is directly related to the everyday life of all of us. Throughout this course you will gain many insights into the behavior of others and about topics of concern to people and society in general. Newspapers contain many articles that are either directly or indirectly linked to psychological topics. During the semester you are to carefully read newspapers (and magazines) to identify and examine these links. Three times during the semester you will cut out (or photocopy) a number of articles to turn in along with comments concerning the articles.

General Information

Appropriate articles include:

News articles	(Genetic link for Alzheimer's found, Murderer pleads Insanity)
Feature stories	(Self-esteem and your first-grader)
Editorial columns	(Break-down of family is cause of crime)
Comics	("If people are following you, you're not paranoid".)

Comments for each article should include:

1. What topic (and Chapter in the text) is the article related to?
2a. If we have not yet discussed the relevant chapter in the text, what questions do you have that might be answered in the text?
 b. If we have discussed the relevant chapter in the text, what information in the text helped you to more fully understand the article? Was the article accurate or did it contain any misinformation?
3a. If the article was an editorial column, was it biased? If so, how?
 b. If the article was comic, was if funny because it was accurate (or true) or because it was inaccurate (or false)?

For the first two assignments students were to submit three articles. For the final assignment students were to resubmit three articles from the previous assignments and expand their original comments in light of their increased knowledge of the subject matter. Students could substitute one new article for a resubmitted article. The assignment was valued at a level (10% of the final grade) that would motivate students to complete the assignment without placing undue emphasis on the project. The assignments were leniently graded. Students received 60% of the possible points just by turning in the three required articles. Students could recieve a small amount of extra credit by submitting additional articles. Even though not all students turned-in the required three articles for each assignment, students received an average of 80% of the possible points for each assignment.

Initial Responses and Observations

I believe that originally many students felt overwhelmed or threatened by the assignment. Some were fearful because they did not read newspapers regularly, others perhaps because they feared that appropriate articles would be hard to locate and that they were in for a major time committment. I believe that, for the most part, their fears were calmed as the semester progressed. While articles were not always plentiful and not always on the front page of the newspaper, most students were successful in locating appropriate articles.

I originally felt overwhelmed when it was time to take home the first assignment to grade. The hodge-podge of papers of various dimensions sometimes, but not always, stapled together threatened me. It was a messy stack of papers and I thought it would be a messy assignment to grade. Out of apprehension I procrastinated rather than starting to grade the papers. However, once I started, I found the task to be neither unpleasant nor very time consuming.

Students turned in articles from a number of sources that varied widely in stature or reputation. Newspapers included the St. Louis Post-Dispatch (the local daily newspaper), USA Today, and a home-delivered twice-weekly free local newspaper. Magazines included Time, Newsweek, U.S. News and World Report, and Readers' Digest. Most of the articles submitted by most of the students were appropriate. Students submitted appropriate and informative articles from sources I do not normally read. At times students submitted articles from sources I regularly read that I had failed to notice. While I frequently skip the Sunday comics, a number of students found outstanding examples there. Submitted articles covered a wide range of psychological topics. As would be expected, students were generally more sucessful in locating articles that were related to topics that had previously been

discussed in class than in noticing articles related to topics that had not been covered in class.

At first a few students did submit inappropriate articles. One student's articles all concerned violent crimes. His comments were all along the line of "How could someone be crazy enough to do something like that?" Another student apparently scanned newspaper headlines solely looking for words the started with "psych." He submitted an article discussing an apparent conflict of interest involving a psychiatrist who was a state employee and a participant in a private clinic that received state funding. Most students who originally submitted inappropriate articles did upgrade the quality of their articles as the semester progressed.

Returning assignments provided a nice opportunity to comment on the articles and talk briefly about a variety of topics that I would not normally mention in the general psychology course. In class I frequently use examples of news stories that relate to topics in the text. Often these examples are dated, frequently by weeks or months and sometimes, I admit, by years. (I have long since learned that references to President Kennedy's asassination and the Vietnam War only make me seem much older to my students than I actually am.) No such "time warp" problem this semester. During the week between starting and finishing our discussion of memory, the Clarence Thomas confirmation hearings featuring Thomas and Anita Hill took place. Students turned in a variety of articles related to the hearings and the accuracy of long term memory. Three students submitted a Time magazine article "When can memories be trusted?" that discussed short term memory, long term memory, and a number of theories of forgetting. One student wrote, "After reading the text I understood the references made in the article in a more knowledgeable way." Another student wrote, "Since we've discussed the chapter on memory in class- I actually enjoyed reading the article more the second time around. I felt so

sure of myself, because I understood it more fully." I was satisfied that the assignment was accomplishing its purpose.

Final Responses and Observations

Included in the Addendum is a summary of the students' responses to an end-of-the-semester evaluation of the assignment. Students reported increasing the amount of time they spent reading newspapers and magazines from a median of five minutes to a median of 20 minutes daily. On the two questions related specifically to psychology the vast majority of students reported that their understanding of and interest in psychology increased as a result of the assignment. Students also reported that they believed that they would read newspapers and evaluate articles more thoroughly in the future. Over half the students reported finding articles that were related to their other courses.

In response to the open-ended question asking students to evaluate the educational value of the assignment students took a variety of approaches. Three students commented on an increased awareness of current events such as "...I gained a better understanding of the outside world." When reading through and tabulating the responses I was surprised by the number of students who wrote that the assignment increased their critical thinking skills. This especially surprised me since I had not discussed critical thinking in regard to this assignment. Students discovered on their own and verbalized very well one of the major purposes of the intervention. One student wrote, "I feel that to actually apply what we are learning from a text is the best way to learn information." Another student wrote, "I feel that this gave me a better way of looking at the newspaper. I can now look and see how articles relate to each other."

Most students did not supply comments to the question asking for suggestions to improve the assignment. Two students reported that the third assignment (which asked students to expand on their

comments from the previous assignments) was difficult. Most likely this was because the articles they noticed in the paper concerned topics we had already discussed. Thus, they did not have much to add to the earlier comments. While the students' point is valid, I believe asking students to re-evaluate articles can be a useful exercise. Perhaps resubmitting articles should be an option for students to use when appropriate.

Conclusion

The intervention of requiring general psychology students to read newspapers and magazines to identify and examine the association between psychological topics and news articles had a number of beneficial results. Students reported an increased interest in psychology. To a psychology instructor that qualifies as a beneficial result. Students increased the time they spent reading newspapers and magazines. They reported that they were more knowledgeable of current events. To a college instructor, who believes that broadening our students level of awareness is one of the implicit goals of higher education, that qualifies as a beneficial result. Finally, from the students own comments it apppears that the assignment may have influenced students' self-concept in positive ways. As one student wrote in her comments concerning an article she submitted, "I felt very confident in reading this article. I felt as though I was on the inside because I understood the scientific jargon." To me as a person that qualifies as a beneficial result.

This intervention was relatively easy to implement. It did not require extensive time for either the instructor or students. I believe that this type of assignment could be a valuable addition to many courses. This assignment could be easily incorporated into political science, economics, sociology, and physical and biological sciences courses.

SUMMARY OF STUDENT EVALUATIONS

Before this assignment I normally spent ____ minutes reading newspapers and **magazines each day.**

Median response 5 minutes, range 0-45 minutes

During this assignment I normally spent ____ minutes reading newspapers and **magazines each day.**

Median response 20 minutes, range 5-60 minutes

As a result of these assignments,

Yes	No	NA	
18	4	-	1. my interest in psychology increased.
18	4	-	2. my understanding of psychology increased.
18	4	-	3. I believe that I will evaluate information in newspapers and magazines more critically in the future.
13	8	1	4. I believe that I will read newspapers and magazines more thoroughly in the future.
12	9	1	5. I found other examples in newspapers and magazines that related to other courses I am taking.

How would you evaluate the "educational value" of these assignments?

Psychology:

I think they were very educational- made me realize how much of our everyday living is so closely related to psychology.

It helped well. It was interesting to see psychology in everyday life.

Current Events:

It forced me to look in the newspaper causing me to read many articles other than those for the assignment. I gained a better understanding of the outside world.

My educational value increased just by keeping up with the events of the world around us.

Very well, I think that everyone should know what's going on in their world, especially for psychology. . . .

Critical Thinking:

After studying the chapter that pertained to a newspaper article, I found it fun to re-evaluate the article.

I think that it helped because if you read something in the newspaper you get someone else's views, which help me understand more.

I would evaluate the educational value of these assignments very good. It was interesting to have to analyze an article.

It's good to introduce the student to "outside uses" of new information. Helps understanding and need for use.

I feel that to actually apply what we are learning from a text is the best way to learn information.

It was nice to "apply" what I was learning. I'm sure I'll remember the things I apply longer.

I don't know if there was a real big educational value- but I feel that this gave me a better way of looking at the newspaper. I can now look and see how articles relate to each other.

Mechanics of Assignment:

It helped me understand but we were usually already finished with the chapter that my newspaper articles usually pertained to.

Only good for extra credit or points.

I learned the most with assignment #3 in trying to discuss things

previously gone over in class.

Pretty well worthwhile- it was easiest to find articles after talking about the chapters in the book.

Miscellaneous:

I think the assignments were helpful for this particular class, but I don't know if they would help the students in other classes.

I thought it was an interesting idea. However, I don't really enjoy reading the newspaper very much.

OK

I found little value in the assignments. I have read the newspaper thoroughly in the past.

It's educational value was not very high. It was something that did make you look twice at some articles I wouldn't have before if I didn't have to.

I thought it was an interesting assignment. Fit well into practical life. I believe it was a good educational tool.

Do you have any suggestions as to how to improve these assignments?

My only problem was the time involved- when I found something real interesting I didn't mind, but when I didn't I felt pressed--maybe 2 articles instead of 3 per assignment would help.

Go into more depth. I didn't do assignment 3 at all, it was boring.

Make them worth more points to get people to take them seriously.

Let each person choose any article pertaining to psychology and also clinical psychology. Open some gaps in the field. Be more open-minded to their field.

Not as many articles- 2 instead of 3 at a time.

It was very hard to do assignment 3- most of my articles I earlier submitted we had talked about and I couldn't add much to my comments.

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Critical Thinking Activities
(HUM108: Culture During the Nazi Era)

As a participant in the Kellogg Beacon Project I have made some significant changes in my Humanities 108 class, **Culture During the Nazi Era**, an interdisciplinary course focusing on the areas of history, literature, psychology, and mass communication.

The major objective of the course has always been to help the student gain insight into the reasons why the Nazi Holocaust could ever have taken place. In order to find answers to this question, which can never be answered satisfactorily, students need to acquire an understanding of life in Germany prior to Hitler's take over in 1933. They must study life in the post World War I years and discover what it was like to have lived in Germany's first democracy, the Weimar Republic. It is a reality, corroborated by national studies, that an average student's knowledge of history is minimal. I have tried to work with this situation by becoming the "main source" of my students' knowledge of German history. Background readings were assigned and then followed by lectures. Certainly, I had good overheads to highlight major historical trends and I always entertained student questions. Yet, what I assumed to be a very innovative, interdisciplinary course was, in essence, a traditional lecture class in history.

While I have not been able to eliminate totally the "teacher-talk" component of the course, I have been able to develop student reading skills and increase class discussion by incorporating a variety of critical thinking activities which were presented to me over the past two years in the Kellogg-Beacon Grant seminars.

A dramatic example of one new activity, which modified my whole approach to the course, can be found in the very first

session of the course (the class meets one evening a week, for two hours and fifty minutes over 16 weeks). Since I previously assumed students knew very little about pre-Nazi Germany, I would begin the course with a two-hour historical overview lecture. This traditional approach to teaching a body of new information to students became unnecessary after I introduced them to a **Reaction Guide**--a list of 10 statements relating to National Socialism and the Holocaust which would assess their prior knowledge. (See Attachment A) Within groups of 5, students read and discussed the statements for about 20 minutes. When we got together as a class, I was amazed to discover how much my students already knew about the period. Even when there were apparent misconceptions, we were able to arrive at sounder conclusions **together**--a process of active learning far superior to the passive lecture method. The Reaction Guide I developed for the first class included several of the major objectives of the course. Students were now actually discussing important issues during the very first class. I was able to build on prior knowledge and no longer felt I had to "start from scratch." The Guide, for example, generated meaningful discussion on the issue of collective responsibility. Hitler, the students learned within the first hour of the course, was not a madman, working alone, but the rational force behind a well-organized and structured bureaucracy which collaborated on the "Final Solution."

In order to focus on important themes, I have developed various collaborative activities. **Before** analyzing the Nazi concept of **Gleichschaltung** (synchronization of society), I have students brainstorm in groups on the general, hypothetical problem facing dictatorships (see Attachment B, **Group Concept Check**). It has been very productive to go from the general to the specific, while utilizing student generated information.

A variation of this activity is having small groups "fine-tune" their comprehension of a particularly difficult concept

from a given reading assignment. When defining the Nazi concept of **Volk**, for example, group work was very appropriate. The reading assignments were especially challenging because they included primary source documents employing Nazi jargon and cliches.

A follow-up activity, emphasizing student accountability, was the **admit slip**. Each student was given a 3 X 5 index card at the end of the class and was required to write out, for the next class, a concise definition of **Volk**. The following class began with pairs of students working together to refine their individual definition and come up with a good joint statement (see Attachment C).

Helping students gain an appreciation of literature is a major objective of my humanities course. I want students to experience how reality can reshape literature, how the events of the Holocaust had a profound influence on literary expression. Traditional literary form and conventional language could not adequately express the dehumanizing, demonic world of the Holocaust. To aid students in gaining access to the very difficult, but unusually rewarding creative world of Holocaust writers, I have written **Directed Reading Guides** (see Attachment D, Guide for Paul Celan's **Death Fugue**.) Pre-reading activities, for example, which focus on the free association of certain key words in the poem, prepare students for the unconventional structure and language of the poem. Students proceed from their knowledge of daily life in a concentration camp (the poem is assigned at the end of the third unit, Life in the Camps) to the events described in the poem. Students are led **step-by-step** to the realization that form equals content, that a nontraditional, chaotic form is the natural reflection of a chaotic world filled with hate and devoid of normal human values.

ATTACHMENT A

REACTION GUIDE: Check your prior knowledge of the Holocaust. With a partner determine whether the following statements are true or false. If false rewrite the statement. On all items you should be able to support the statement with an example.

1. Hitler was insane. Only a madman could have done what he did.

2. World War II might never have happened had there not been a first World War.

3. Most Germans never knew what was taking place in the concentration camps.

4. The German Jews were an important, often integrated group in German society prior to 1933, when Hitler came to power.

5. Almost everything which Hitler wanted to do as ruler of Germany could be found in his book Mein Kampf.

6. Hitler came to power in 1933 solely as a result of acts of violence used by the Nazi party.

7. The Nazi policy of annihilation of the Jews could only have been implemented because of a well-organized bureaucracy.

8. Had the Jews been strong enough and united enough they could have prevented the Holocaust.

9. Aggression is inherent in human nature and a Holocaust could happen again.

10. A successful military organization depends on soldiers who have learned to follow orders without questioning authority.

ATTACHMENT B

GROUP CONCEPT CHECK

Understanding the Natural Socialist concept of Gleichschaltung (Synchronization)

Let's assume you and your political party want to gain total control of a country. (e.g. in South or Central America, in Eastern Europe, in the Middle East).

1. In a group of 3 or 4 brainstorm together (one of you write down all the comments): What elements of society (i.e. official as well as unofficial institutions) would you have to control in order to be the sole power in the country?

2. Following the same procedures for question 1, discuss by coming up with some specific examples, how Hitler and the Nazi's solidified their control of Germany after 1933.

ATTACHMENT C
CONCEPT CHECK

AT HOME

For the next class be able to write on a 3 x 5 index card the best definition you can come up with for the National Socialist concept of **VOLK**.

Don't forget: This is your "admit slip" into next week's class.

IN CLASS

With one other student discuss your definition and together come up with the most accurate definition (you may add ideas as they arise in discussion).

ATTACHMENT D

Directed Reading Guide for
Death Fugue by Paul Celan

1. In a dictionary look up the definition of a fugue. From the title what mood and type of poem would you expect?

2. Make a list of what you know up to now about the daily life in a Nazi concentration camp. With a partner compare lists combining ideas and adding new ones to form one common list.

3. Before you read the poem, consider if the following statement is true or false. Most German citizens back home were unaware of the concentration camp and what took place there?

4. Free association -- The word milk will appear in the poem. Make a list of everything you can think of that you associate with milk. With a partner compare your list as in question two.

5. To a partner, read the first seven lines aloud. What do you notice which is unique to this poem? How do you feel while listening or reading? Do you notice a connection with the poem's title? Now read the entire poem silently.

6. Around the circle write down freely anything that comes to mind when you think of black milk. Compare these concepts or ideas with the list you previously made about milk. How does the poet's image of milk differ from the traditional one? Do you understand why?

7. In a group or with a partner keep a tally of all the words (i.e. images) which are repeated in the poem.

8. Who is the man?
   a. Make a list of how he looks and what he does.
   b. Study the verbs which depict his actions.
   c. How do they function in portraying a very specific image of the man.
   d. Notice the object of the man's action. What contrast is made and what is its effect?
   e. Remember the poem's title: What images are connected with the world of music?
   f. Is this reference to music a poetic invention or is it based on the reality of the concentration camp?

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9. With your partner compare your list describing concentration camp life (question 2) with the life described in the poem. What are the similarities and the differences?

10. The poem is filled with contrasts of color, many which you've already identified. Now make a separate list of them.
    a. What is the significance of the color image in l. 23? Is there another image in the poem which gives us an answer?
    b. What is the contrast between Margarete and Shulamite?

11. What repeated image contrasts with "a grave in the earth"? (l. 8) Is the contrasting image positive or negative? Give reasons for your answer.

12. There is no punctuation in the poem. Why? Remember how you felt when reading the first seven lines.
    a. A German author once said "...writing about the Holocaust is obscene." In what way might this explain the unusual form of Celan's poem?

13. To whom and about what do you think the man is writing? Write the first paragraph of the letter for him.

14. Do you consider the statement in Question 3 true or false? Why?

15. How would you explain the image "death is a master from Germany"?

MAUREEN MURPHY

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Directed Reading guides Yield Creative Assessment Procedures
(Women in Literature)

At the end of the first year of the Kellogg-Beacon project, I was already enthusiastically revising my Women in Literature course based on some of the ideas I gleaned from the sessions I attended and the materials I read. The greatest difficulty my students seemed to have in this course was in knowing how to approach literature and in understanding the historical context in which various literary pieces were written. I further complicated the problem by not organizing the course chronologically although the text is arranged in this manner. One of the goals for the course is to show students that the themes about which women write are timeless and that changes in social and economic status for women do not affect the literary value of the work we read. As a result, in last Spring's Year's End Commitment I resolved to make four changes: use directed reading guides, assign microthemes, use more creative test options, and cut the amount of reading for the course.

Revising the Syllabus

The first decision I had to make was which readings to cut. The text is the Norton Anthology of Literature by Women which offers a wonderful selection of women's writings beginning with Julian of Norwich. Because the contemporary selections are insufficient, I also have supplemented this book with handouts and The Fifth Child by Doris Lessing. My greatest obstacle is myself. My passion for the assigned reading clouds my judgment. Finally I decided that works written before the mid-nineteenth century were probably more frustrating for my students than enlightening. So

with a very heavy heart, I waved good-bye to Anne Bradstreet and all her sisters who came before the Brontes.

Directed Reading Guides

Once the remaining reading was reorganized, the next step was to devise directed reading guides. Each Friday I handed the students a list of seven or eight questions to which they responded in their journals, preferably before class discussion. These questions were designed to get us all thinking in the same direction and to guide the students through the reading. I wanted the students not only to recognize the vocabulary of literature but to use it themselves. I also hoped that the reading guide questions would help the students be conscious of the author and the historical context and perhaps even inspire them to read headnotes and footnotes.

These reading guides proved more difficult than I anticipated for two reasons. First, I had a difficult time convincing the students to respond to the questions before our class discussions because they were fearful of "wrong" answers. I'm not sure that I ever convinced them that I was not looking for "right" and "wrong" answers. Secondly, though I had written all fifteen weeks worth before the semester began, well before midterm I had to revise them. The reading guides greatly improved the quality of class discussion, but also slowed the speed at which we covered material. I'm going to have to bite the bullet and cut even more reading.

Microthemes

The microthemes proved even more successful than I anticipated. The students were assigned six microthemes spread through the course of the semester. In each microtheme, the students were

asked to respond to the readings in any way they chose. This was their opportunity to express thoughts that they felt hadn't been articulated well enough in class and to draw connections between and among readings. I also encouraged them to relate literature to life. I gave the students a couple of topic suggestions for the first two microthemes, but after that, they were on their own. In addition, I spent a good part of one of the first classes explaining what a microtheme was and how to approach writing one.

After the first two microthemes, the students loved them. One of the shy students thanked me at the end of the semester for allowing her a voice. Most students, toward the end, used microthemes as a vehicle to explain the relationship between literature and their lives. I was elated! Yes, some people discovered that literature is life. Wow. Further, reading the microthemes allowed me to see what my students thought. Often, they brought up points I had neglected to mention in class or that I hadn't noticed. Generally, when I handed back a batch of microthemes, we spent half the class discussing them, sharing our observations.

The greatest difficulty with microthemes was that I still insist on students making an effort to be mechanically correct. I had to remind them often that I am, above all, an English teacher and that I revere the well-constructed simple declarative sentence. Despite my best efforts, a few students felt I had no right to require mechanical and grammatical correctness in such a short, personal assignment. Alas.

Revising Tests

The final area I wanted to change was testing. Women in Literature has a midterm and final exam. Frankly, by the time I had made these other changes, I was exhausted. My students were

going to have to suffer through my standard essay exams. In the past, I have asked my students to write their own essay questions and turn them into me. I then chose seven or eight questions, handed them to the students a week before the exam, and told them they would be asked to write on three or four of them. So about two weeks before midterm, I asked my students for exam questions. The questions were excellent. Perhaps the directed reading guides helped them or perhaps it was something else, but the students generally wrote thought-provoking questions that asked the respondent to make connections among various works. I had a difficult time choosing only eight questions.

Conclusions

At the end of last year I had four goals: that students understand the relationship between art and life, that students gain some knowledge in which to ground their responses to literature, that all members of the class (teacher included) question their assumptions, and that the class be spiritually rewarding for all participants.

Overall the Fall semester of 1991 in Women in Literature was a success. First, through microthemes, I believe the students came away from the course with a greater understanding of the literature and its connections to themselves. Moreover, the students openly articulated this understanding in class discussion. Second, the directed reading guides reinforced the literary vocabulary students heard in class and allowed them the opportunity to use it in journals. I hope this activity helped them ground their responses to literature. The test questions they wrote at midterm indicate that something was working. Third, I believe most of us did questions our assumptions. By the end of the semester, most students were not concerned with the "correctness" of their answers.

Finally, I had hoped the course would be spiritually rewarding for all participants. Last year, one Beacon participant suggested that I was being facetious in this goal. Perhaps a tad, but no, literature is more than plot and characters, symbols and scene. One student said she wept for an hour after reading Tell Me A Riddle. Another dreamed she was Jane Eyre. I still fight the urge to swim into the Gulf of Mexico with Edna Pontellier. These are not intellectual reactions. These things happen when a reader becomes engaged with literature and are proof of its power. I think the things I have learned through participation in the Beacon sessions have helped me to guide students to a point where they can feel and understand the power of literature. For this I am grateful. The lessons of the Kellogg-Beacon project will continue in my classes.

In sum, my involvement with the Kellogg-Beacon project has enthused my teaching. I'm still overwhelmed by both the wonderful information I've collected and by the wonderful people I have met. In fact, I especially appreciate the links with people at other institutions that have been forged as a result of this project, and these links alone are proof of its value.

SECTION 3:

LEADING CLASSROOM DISCUSSIONS

BEACON PROJECT

DIANE CARSON

St. Louis Community College at Meramec

In Class Discussion Promotes Collaborative Learning
(Film Appreciation and Film History)

The following is my Kellogg Beacon Project assessment report. I am grateful for the opportunity afforded by this project--the activities involved, the resources offered, the occasions for learning that were provided. Believing in the benefits of collaboration for teachers and students alike, I have benefitted enormously from presentations and from large and small group discussions.

BACKGROUND: In general, the focus on classroom dynamics, a focus reinforced through all the activities of the project, directed attention where it belongs, on the students and the process of learning, not content divorced from the occasion of its presentation and from human responsiveness. Specifically, the sessions I attended always generated ideas extremely relevant to my desire to improve my teaching and to communicate an excitement about learning that will be contagious and that will result in a joyful investigation of knowledge, insight and life itself. Emphasis is not on the transferral of information, the banking theory of education, but a series of provocative discussions, as Paulo Freire explained long ago.

Students' critical reflection and their development of an awareness of their own values and attitudes were of paramount importance during the past two semesters. In Film Appreciation and Film History courses, this meant involving students in evaluative discussions of the films under scrutiny. Inquiry focused on the elements of film and the importance of them in reflecting hopes and fears, ideals and ideas of society and individuals.

MY GOAL: Now to some specifics. Over a year ago I targeted as my goal the involvement of more students in class discussions. I

included group work and group discussions as part of this project, as one way to involve more reticent students. Several times over the past year I have broken larger classes (36 students) into small groups with the task of describing several aspects of the film under scrutiny. This could be something that helped them understand the focus for the week: editing, music and sound, camera movement, performance, etc. But it could also be something they questioned, something that needed more explanation, or something they needed to challenge. In other words, I tried to give direction but to leave it sufficiently open ended, to meet students where they live. Further, I aimed not to ask questions to which I had ready answers. Students quickly discern and "check out" on those. Rather, I asked for information: what caught their eye? Where did they notice excellent or poor edits? What music and sound got their attention? And so on.

In smaller sections of these courses, those with approximately 15 students, we put our chairs in a circle and I encouraged a range of responses from the entire group, for them to interact with each other rather than having to go through me as the anchor, the center of all that transpired, the gatekeeper. This idea of encouraging their interaction sounds rather cliched and simplistic but is perhaps the hardest part of being a conscientious discussion leader, one who does not patronize or condescend, but also one who doesn't let inappropriate responses slide, as difficult as "inappropriate" is to define. For me, these are usually comments off the topic, that wander far afield, not those with which I have ideological differences. Those latter I query but don't ignore.

The difficult, challenging aspects of this approach are several. Though I take responsibility as the instructor to provide some foundation information, to clarify terms in the text, to give some production information, it is difficult not to play the authority, the font of wisdom, the center of attention. And we must

honestly admit how much we want to validate our knowledge, our importance, our egos. A student-centered approach demands we listen carefully to students, take them seriously, gently question them for clarification, and give them reinforcement for efforts that may not always result in observations that their classmates receive with enthusiasm.

Some responses pose problems. Sometimes stereotypes are offered, all the dysfunctional ills of society crop up: racism, sexism, ageism, elitism, homophobia. What I try to do, as much as I can, is to wait for other students to respond, to ask them for their agreement or disagreement, to question without embarrassing the speaker but always to hold each student responsible for her or his opinion, for questioning and reevaluating it in the light of new information, for owning it whether they agree with me, the student next to them, or no one else in the room.

RESULTS: Frankly, sometimes this works; sometimes it doesn't. But over the course of the past two semesters and my conscious effort to approach classes in this way, I find students are truly more engaged with the subject matter, more involved in class, freer to offer opinions and even to kid each other about comments. I still have a hard time yielding the floor and spend much more time talking than, ideally, I would like.

Though the random selection of students from one semester to another may have nothing to do with it, my withdrawal rate has been well below the average for the past year. I lost only one student per section in two sections of Film Appreciation, 36 students per class. I think they felt more that they mattered, they belonged and that their contributions were important. And all of these things are true. I also asked students in short two-minute writings to give me feedback on topics they would like to know more about, and then responded by giving more on these topics and identifying them as issues students said they wanted to know more about. It is a

sham to ask for feedback and then ignore it. Responsiveness to students' interests takes constant readjustment of the subject matter, takes fine tuning of time spent on various tasks. The results are worth the effort.

Further, I received many more phone calls from students with questions about assignments; many more students came to see me in my office. Quite unscientifically again, I attribute this to the feeling of collaboration and community, the relaxed atmosphere in the classroom, my insistence that they had to be involved in their education, that it wasn't something that happened "to" them. Sometimes, they exhausted me. I frequently felt I didn't have enough time for each of them, though I wrote voluminous notes back to them on journal entries and papers. I also talked with them as much as possible. I felt a greater sense of engagement in the classroom and felt this from the students--not everyone, by any means, but most. I don't want this to sound like I've found the Holy Grail, but I certainly enjoyed class more and, from my feedback, feel they did too without any lowering of standards. I found myself going to class ten minutes early, and students were there, waiting to talk. I wasn't repeating information from class to class but offering ideas for consideration. I do believe firmly that the best learning occurs only when students are involved. Their commitment to thinking makes education, a true leading forth, important.

On the negative side, there are some students truly shy, extremely reticent to talk in class even when they have something to say. I do my best to encourage them; I will not put them on the spot and I let them know that. At the other end of the continuum, some students have to say something even when they don't have something of substance to say. These voices attempt to dominate conversations and may intimidate less aggressive colleagues. I find these students difficult to deal with, but have found it useful to

say, "Let's hear from another person to get another perspective." I've even talked to these students outside the classroom, explaining my desire to hear from everyone and that, while I appreciate their contribution, I don't want them, me, or anyone else to dominate. This usually helps, though it does not solve the problem.

SUMMARY: My efforts have been rewarding and rewarded by more student involvement, positive feedback (verbal and nonverbal) from students, and a livelier classroom situation. Every class has such a dramatically different personality that the challenge of teaching with these strategies is demanding, but so gratifying that I continue my own process of education and my efforts to fulfill the responsibility of my commitment to education: to reach our students and stimulate their minds.

BEACON PROJECT

ROSEMARY THOMAS

St. Louis Community College at Meramec

Using Active Questioning Techniques to Enhance Lecture/Discussion Classes
(Missouri Folklore and Honors Seminar)

NEED

Believing firmly that students should be active learners, I have always experienced acute dissatisfaction with the passive role students habitually take in lecture classes. Typically, when I pause to ask if there are any questions, either I meet silence or students immediately shift to such procedural questions as how much a given item will "count" or how many pages of homework they have to hand in--demonstrating that they have not been engaging any critical faculties to consider the subject of the lecture.

After going over the material from the first year of the Beacon program on questioning, I decided that I would focus on this area as my challenge for the second year classroom research project.

PROCESS

I thought that I would simply change my assignments to require that students answer challenging, open-ended questions. I started doing this. Students not only had to provide an answer to the questions but also provide evidence to support the point they were making. This proved an easy change to implement and students were quite amenable to it.

However, I then started thinking that since they could answer analytical questions fairly well for homework, it might perk up their engagement with the class as well. This entailed going further than simply thinking up good questions, however. To get students really engaged in thinking and answering rather than simply looking on while one or two "big talkers" did all the work, I started by dividing students routinely into small groups of 3 or

4 to consider the analytical questions. We explored a number of different question types in this way, including questions that asked students to share with others how particular types of traditions played out in their own families or communities.

This technique proved both popular and powerful. Students commented often and favorably on how much these small group discussions enhanced their class experience. In addition, I was impressed with the depth and quality of thinking that went on in the small groups as they discussed an idea and challenged each other to look into it further. After the small group discussions, a reporter selected initially for each group spent a couple of minutes summarizing for the whole class the tenor of that group's discussion. The whole class then drew conclusions from the shared reports.

APPLICATION FOR SECOND CLASS

This system of having small groups discuss analytical questions and of requiring homework essays on analytical questions worked so well the first time, for Missouri Folklore in the fall of 1991, that I figured I would continue this technique as I planned my Honors seminar for the spring of 1992. The topic of this spring class was "Parents and Children". The subject matter would include an overview of the effects of the parent-child relationship on adults: first on the parents, then on the children when they grew up. We would look at writings by psychologists, anthropologists, sociologists, literature scholars, before turning our attention to autobiography and how a varied sample of writers had treated this relationship in writing about their own lives. The class would end with a writer's workshop in which each participant would write a short autobiographical consideration of one influential event relating to his or her own experience as child or parent.

Fortified with my positive experience using analytical homework and discussion questions in the folklore class, I

provided, each week, two homework questions asking students to analyze the readings we were doing, focusing on a fairly theoretical level of analysis. In addition, we broke into small groups for a part of each class to share the answers and insights students had created for their homework essays and try to move toward consensus.

Here is where I learned the extreme power of engaging students analytically through critical questions and discussion. Each class session for several weeks degenerated into rancorous arguments. We joked about the likelihood that we would all kill each other if left unsupervised for any length of time after each of these sessions. We all went home after each class amazed at the passion that had marked these discussions and also somewhat wary, apprehensive, emotionally drained, worried about what next week's session would bring. I kept redirecting the focus of the questions, trying to reach a more emotionally stable viewpoint from which the class could finally gel and start creating a learning community.

This point finally arrived when we turned from analyzing other people's writings and started to write our own autobiographical pieces. The only problem was that, in contrast to previous years where students had clearly been thinking of their own situations all along, applying insights gained from the readings to their own lives, the transition into the writer's workshop this time felt seriously schizophrenic. The students acted as though they were starting over from scratch in selecting themes to explore in their own writing. No one made a single reference, even covertly, to the ideas and themes we had been discussing up to that point.

CONCLUSION

In hindsight, I realized that, by phrasing the questions for analysis and discussion as abstract analytical tasks, I had engaged students in responding without applying the discussion to their own

lives or their own upcoming writing challenge. The engagement which the questions generated was so intense that it overwhelmed other directions which students would probably have followed naturally if left in a more passive role.

I concluded that it is not enough simply to engage students in active discussion and analysis. In addition, I have to think through how to turn their attention, through my questions, to the next step I want them to take. When I teach this seminar again, I will follow the lead I established with the folklore class: asking questions that invite sharing of personal experiences and relating those experiences directly to the theoretical concept under consideration. When I use active questioning techniques again, I will have a much healthier realization of the dramatic effects which can result from the way I phrase the questions and the types of thinking I ask students to engage in.

ADDENDA

I am attaching a couple of homework questions and class discussion agendas from both Missouri Folklore and the Honors Seminar on Parents and Children to illustrate how I applied critical questioning in these two classes.

Addendum 1

MISSOURI FOLKLORE FALL 1991

Class Agenda, 9/23/91

1. Handout: Go over types of celebrations, ways to study celebrations, definitions of customs, sources and types of family customs, Rites of passage (discuss weddings in particular), Mores, Calendar Rituals, Cultural Events.

2. In groups of 3, read description of turn of the century wedding in Grundy County, MO. Then describe 1991 wedding in St. Louis County, MO. Just focus on those elements that probably would characterize most middle class weddings--ignore those aspects that have to do with different religions or ethnic groups.

3. Class discussion on "typical wedding."

4. Book, pp. 83-94: Cultural Displays. Sociological, psychological and cultural functions of these displays.

5. See video: "Bouillon and Dance in Old Mines, MO."

6. In groups of 3, decide what were the main sociological, psychological, and cultural functions of this event. For each function, cite a specific thing you noticed in the video to make you reach this conclusion.

HOMEWORK FOR 9/30:

1. Read through handout on speech, sayings, and language.

2. In book, read Chapter 5, "Folk Speech," pp. 37-39. Pay special attention to the concept of "standard language," the levels of speech (linguistic, paralinguistic, kinesic), and functions of speech (meaning of words, information on speaker's identity and feelings), creating a sense of community, element of artistry and play. Know meaning of dialect, registers, jargon, slang, taboo.

3. Create the first chapter in your album. Focus on a custom or cultural event. Describe it in detail, analyze its functions for the folk group you're studying, include some kind of photo or illustration. Print neatly or word process. Hand in plastic pages from your album in their completed format. Your "chapter" can be one to several pages long--whatever is appropriate for your event and your audience.

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Addendum 2

AGENDA HONORS SEMINAR, 1/16/92

7:30-7:50: Introduction. Go over policies. Discuss ground rules for discussion.

7:50-8:00: Complete Personal Style Survey.

8:00-8:30: Personal Style Survey discussion.

8:30-8:40: BREAK

8:40-9:20: Film Kypseli.

9:20-9:40: Small groups. Each group chooses facilitator and recorder. Come up with one set of written answers for group to these questions:

a) Define what a girl needs to learn and what a boy needs to learn between ages 2 and 10 in this culture. (3 min.)

b) Define how and from whom they learn each of these skills and values. (3 min.)

c) For middle class American culture, answer the same two questions. (8 min.)

d) Based on evidence provided by the amount of time children spend learning from same-sex and different-sex parents and elders in middle class American culture and the culture of Kypseli, the amount of variation in what they need to learn as defined by sex, and the degree of definition between sex roles in the two cultures, write a 1-2 sentence definition for each culture of the roles of father, mother, son, daughter.

9:40-10:00: Whole class discussion of small group results.

10:00-10:05: Go over homework for next week.

HOMEWORK FOR 1/23:

Read the first chapters of <u>You Just Don't Understand</u>. Word process a two-page double spaced paper in which you:

a) summarize the important ideas of this section of the book in less than 10 sentences.

b) Write 5-10 sentences reacting personally to one or two of the ideas the book discusses.

c) Write one or two questions about male and female language that the book makes you want to ask and that you think we should discuss in class.

d) Recount in 5 sentences or so a personal experience illustrating one of the points the book makes.

Addendum 3

CLASS AGENDA FOR HONORS SEMINAR, 1/23/92

7:30-8:00: Film, "Group Productivity."

8:00-8:15: Class discussion of film and its implications for good class discussions for this seminar.

8:15-8:30: Class discussion of implications of DiSC profiles for good class discussions for this seminar.

8:30-8:45: BREAK. During this time, each student needs to write legibly on the board the one discussion question they would like most for us to deal with from last week's reading.

8:45-9:05: Small groups. Each group take 3-4 of the questions on the board. discuss each question for 5 minutes and write a 1-2 sentence summary/conclusion to share in the full class discussion.

9:05-9:20: Sharing session from small groups.

9:20-9:30: Groups divide by sex and age. End up with 3 groups. Each group spend 5 minutes getting acquainted with each other, then 5 minutes just chatting. Each group needs to appoint an observer who just writes down what is happening: who is talking to whom, how are turns allocated, are people talking at once, are people supporting, affirming, contradicting, competing, trying to outdo, taking charge, conflicting, sitting back, giving bodily feedback, asking questions, making statements?

9:30-9:40: Observer shares observations with his/her group. Group react, then compose a summary of the observations and of your reactions and explanations for the whole class.

9:40-10:00: Class sharing of group results.

10:00: Go over homework for next week.

ASSIGNMENT FOR 1/30:

1. Read the last half of <u>You Just Don't Understand</u>. Word process a two page paper, double spaced, in which you answer the same four questions as you did last week.

2. Word process a proposal for a simple set of rules for discussion and class participation and a grading chart for the class participation component of your class grade. Bring in 7 copies on 1/30 so we can discuss this issue in class and come up with a set of recommendations.

3. Word process a set of 3 goals for yourself for this class. One goal should state how you intend to react to your personal style and the concept of successful group process to adjust your class participation actions and their frequency and topic. Another should address some insight that you want to deepen or gain.

Addendum 4

AGENDA, HONORS SEMINAR, 1/30/92

COLLECT HOMEWORK ESSAYS, GOALS, AND RULE PROPOSALS FOR CLASS DISCUSSION.

7:30-7:40: Write a memo to me on a card telling me your feelings about this class so far. What do you like? What problems do you see? What suggestions do you have? What questions do you have?

7:40-8:10: General discussion. Share personal experiences this week that illustrate or contradict Tannen's thesis that men and women may employ different communication strategies.

8:10-8:40: Small groups: Each group takes 2 of the questions we put on the board at the end of class last week. Each group should have a facilitator, a recorder, an encourager, a clarifier, a presenter. . .

8:40-9:00: Present reports from groups.

9:00-9:10: BREAK

9:10-9:40: Film: "And Everything Nice."

9:40-10:00: Small groups: discuss film. Your mission is to write a paragraph together (choose a recorder with excellent handwriting) that expresses what you think is the most important thing to say to parents about the film's subject based on the film and on these two evenings of class discussion about men and women and their respective communication and cultural patterns. Give a topic sentence, one or two examples that support it, and a concluding sentence.

ASSIGNMENT FOR 2/6:

1. Read Chapters 1, 2, 6, 10 in Mothers and Daughters. These are the chapters we will read and discuss officially. Obviously, you are welcome to read other chapters that may apply to you directly.

2. Read the story of Demeter in the handout packet.

3 Bassoff relies heavily on two sources to document her thesis that successful completion of motherhood (indeed, of parenthood?) demands success with a sequence of developmental tasks, progressing through yielding selfhood to the child while still maintaining one's selfhood intact, and then reasserting selfhood when separation becomes necessary and the child grows up. These two sources are literature (fiction, myth, fairy tale) and case histories.

First, a task in creative association. You need to reflect on a literary piece (short or long, serious or light, printed, TV, film, or other medium, from childhood or adulthood) that has illustrated for you these central issues of parenthood. Word process or type (double spaced, one page) a brief identification and summary of that piece and of the way in which you think it exemplifies well the central paradoxes of parenthood as presented by Bassoff.

Second, a task in creative expression. In another one page double spaced, typed or word processed document, tell a brief story from your own life or from someone's experience that you know, also illustrating these central paradoxes of parenthood. You may acknowledge who the real actors are in this story or give them fictitious names, whichever you prefer.

SECTION 4:

LEARNING COLLABORATIVELY

127-128

JOHN BAYER

St. Louis Community College at Meramec

Group Process & Primary Source Materials:
Collaborative Analysis
(Honors Composition II)

This report is organized under the following headings:

PLANNING
1) Nature of the problem
2) Proposed solution
3) Course modifications
4) Student learning goals
5) Anticipated problems

RESULTS
1) Student survey
2) Instructor assessment

PLANNING: Nature of the Problem

The first assignment in Honors Composition II is to write an interpretation or evaluation of one primary source selection from the text. Students are to choose from works by Darwin, Marx, Jefferson, Plato, Freud and Aristotle. In previous semesters students had difficulty focusing their topic--i.e., identifying a viable, researchable approach to analyzing their primary source.

PLANNING: Proposed Solution

Two group activities were planned, one during the brainstorming phase and another during the writing phase. Students were initially divided into groups according to which primary source they chose to analyze. Working from journal entries, the members of each group explored various approaches to analyzing the primary source, focusing on either interpretation or evaluation.

PLANNING: Course Modifications

The group activities were scheduled during the first block of the course (about seven weeks). Arranging the course work into blocks was itself a change in design which made it a simple matter to

integrate the two classes required for the group discussions. The purpose of the first session was for each student to receive feedback about h/er concept for the paper, and then rethink, refocus and replan as necessary. The second session was scheduled for about two weeks later, when the students had completed a working draft of their essay. Group members acted as peer editors and made constructive suggestions concerning content and organization. The focus of both sessions was on collaborative learning and critical thinking, reading and writing skills.

PLANNING: Student Learning Goals

The first session was designed to accomplish two goals:

1) to help the students gain insight into their primary source, and
2) to expose the students to a variety of different approaches to the assignment.

The second session goals were:

1) to provide the students feedback concerning the critical substance of their draft, and
2) to provide feedback about the "chunking" of the draft, whether it had been shaped in a logical and and comprehensible fashion.

PLANNING: Anticipated Problems

Two problems presented themselves:

1) finding sufficient time to devote to the group work on top of the other important activities that feed into writing a first essay based on demanding reading material, and
2) accommodating students who decide to change their topic (i.e., analytical approach) after the first group session.

RESULTS: Student Survey

The following open-ended questions were asked of the class. (Responses are noted parenthetically after each question.)

First Group Session: Brainstorming

1) Did discussion help you focus or rethink your topic? In what way? (All students but one found this session helpful in narrowing their focus to to a manageable scope.)
2) Did you gain new insight into your primary source? What did you learn? (Student responses were about evenly split on this item. A little better than half gleaned useful ideas from their group.)
3) In general, was it helpful to hear observations from other members of your group? How so? (Most student benefitted from hearing other points of view on their topic.)

Second Group Session: Peer Editing

1) Did feedback from your group help you reassess the content of your paper? In what way? (A slight majority gained from this session, particularly with regard to development and proportion in their draft.)
2) Did your peer editors draw attention to parts of the draft that needed revision? If so, how did this process improve your own critical perspective where your writing is concerned? (Responses were about evenly split on these questions. Time constraints and lack of training in editing skills were cited as problems.)
3) In general, was it helpful to hear observations from other members of your group? How so? (Benefits were minimal, though a couple of

students valued the positive reinforcement they received.)

RESULTS: Instructor Assessment

The results from this initial use of small group critiques show marginal value. Responses to the survey questions indicate a generally positive response, but changes are called for if this technique is to be truly useful. Responses from the survey were a bit sketchy, probably because the students were not polled until quite some time later in the semester. In any event, small group discussion for the first paper assignment does seem to have potential--if the following adjustments are made.

1) Two 50-minute classes should be devoted to the process instead of one. The brainstorming phase should be broken down into a free-form sharing of ideas during the first class, followed by a a more focused discussion based on each student's working outline in the second class. The peer editing phase should begin with a training session aimed at equipping students with appropriate critical reading skills. The second class would then involve applying those skills to student drafts.

2) Some general instruction in group process should be included before small group sessions are set up. With specific roles assigned to group members (leader and gatekeeper in particular), discussions should be better organized and more productive.

BEACON PROJECT

ELVIS G. CLARK

Mineral Area College

Cooperative Learning for the Research Paper
(ENG134 English Composition II)

Probably no assignment is as frightening as the assignment of a research paper for first-year college students. Even students who are usually self confident with other writing assignments are fearful of the research paper. For this reason a cooperative writing assignment that involves research is a good idea. The group research paper became my project for the Beacon Project instead of my original idea of a shorter project using cooperative learning to teach students the way to create the S-A-D thesis statement.

Students in English Composition II were assigned to write an essay that included citations to at least three sources. From general subjects, they were to limit the subject, decide on a thesis, and share the tasks of doing the research and the writing of the paper.

The parts to be evaluated included: (1) a title page with due date, title, and all names of people in the group who worked on the project; (2) a sentence outline; (3) at least one body paragraph for each member of the group; (4) a works cited page with at least one entry by each person in the group; and (5) MLA parenthetical documentation of at least one direct quotation and one paraphrased idea inside the paper.

Each person was assigned to a group by the instructor. No reasons were given to the students for the method of grouping. However, groups were purposefully formed by the instructor to include at least one "strong" writer. With nineteen students in a computer enhanced class, six groups were formed. One group had four members while the other five groups had three members each. General subjects were drawn at random from a box containing a

number of topics that were provided. Topics selected were: health, education, religion, business, politics, and science.

Three fifty-minute class sessions were set aside to start the group activity. During the first class, the members were to limit the subject, decide the tentative thesis statement, and divide the topics to be researched.

For the second class session, all members met in the Learning Resources Center to locate sources that would be helpful with the topic.

During the third class session, members returned to the classroom to report the results of their research to other members of the group and to plan the introduction and conclusion.

The actual due date of the completed paper was one week after the last group session in class. During that week, other class activity filled the class sessions. Students were required to find time to complete the final draft of the assignment outside class time.

The instructor was available to answer questions during all class sessions for group work and for class sessions and office time between the last group activity in class and the actual due date of the paper.

Part of the monitoring of the group activity was done with a questionnaire provided for each member of each group. Each person was asked to complete the questionnaire in order to have each person state in his or her own words what activity was being requested of each person and what each person's responsibilities were. A copy of the blank questionnaire is attached to this report as well as one questionnaire as it was completed by one member of a group.

Each member of the group was encouraged to write at least one paragraph for the group essay. Members of the group were then to decide the best way to introduce the subject, include the body

paragraphs, and conclude the paper. Each person had the responsibility of proofing the document before it was turned in for a grade. Group members were aware that each person in the group would receive the same grade for the paper.

The results of the project were positive even though not completely successful. Grades for the essay ranged from a high of 95 (on a 100 point scale) to a low of 70. This seems to be lower than expected considering the ability levels of each group. Each group had at least one member who should have scored in the 90-100 point range if that person had been working alone.

Some problems with the project were the expected ones. A few students did not do their assignments to the displeasure of their peers. Some students had to do more than their own share of the work to complete the assignment. One person had to type the paper on the disk. Often students did not feel the freedom to suggest changes for the parts of the paper that someone else had written.

The project could have been improved if students had been given more opportunity to practice evaluating other students' writing prior to the group project.

The teaching of documentation was successful. Students worked together to determine the form of documentation and the proper method of constructing the "Works Cited" page. They seemed to gain more confidence in this part of writing from research.

The project is worth doing again. With a few modifications of the procedure, the group essay can be a good way for students to be introduced to writing individual research papers. They begin their own research papers with more confidence after having help with their first researched writing.

Addendum 1

COMMUNICATIONS DEPARTMENT
Elvis G. Clark, Instructor
Mineral Area College
Flat River, MO 63601 Phone (314) 431-4593

file:DgroupsR Essay Assignment for Groups

Assignment to Groups:

Group 1: Robyn, Matt, Renee

Group 2: Crystal, Beth, Chad, Kelly

Group 3: Becky, Clayte, Vaughn

Group 4: Tonya, Deanna, Craig

Group 5: Paula, Dawn, Melinda

Group 6: Kristen, Tracy, Wendee

Each group has been assigned a general subject. This general subject is to be limited to a specific topic that can be researched and discussed in an essay that is due on Monday, March 2.

The essay will have a title page with due date, title, and all names of people in your group who worked on the project.

The essay will also have a preface, sentence outline, a minimum of two typed pages for the body content, and a works cited page with at least one entry for each person in your group.

The citations must include at least one direct quote and one paraphrase according to MLA parenthetical style.

A grading sheet will be provided that will include points for neatness, placement on the page, and correctness of presentation as well as for content. Suggestion: Use directions for the research paper for the format. For a dot-matrix printer, use BOLD print for a better contrast. You may be able to run this copy on the laser printer after you have worked out all problems of the rough draft.

Some class time will be available for planning and evaluation of the group process.

BEACON PROJECT

Addendum 2

Prospectus: Group Project (file:DGReport)

Recorder's Name:_____Other Group Members:

_____

_____

_____

_____

_____

Form of Presentation:_____

General Topic:_____Limited Topic:_____

1. How did you decide on this limited topic?

2. Why do you think this topic will be of interest?

3. Where will you collect resources for the presentation?

4. How has the group divided information-collecting tasks?

5. List the deadlines your group has set for accomplishing tasks.

6. How will you handle meetings outside class and get information to each member?

7. What are the guidelines you have decided are important for this group to follow to help it function most effectively?

Addendum 3

Evaluation of Group Essay
(file:DEvalGE)

Total Points: 100

Note: Grammar and punctuation errors will cause a deduction of points from specific pages as they occur.

TITLE PAGE--	neat arrangement, all names included, title, date due	5 Points
PREFACE--	States purpose of the paper	5 Points
OUTLINE--	Thesis statement, proper form, sentences for all parts, proper spacing	20 Points
BODY PAGES--	Pages numbered, appropriate margins, neat appearance	10 Points
CONTENT OF THE PAPER--	Topic sentences of paragraph relate directly to thesis, examples and specifics used to clarify points of the paper	40 Points
CITATIONS--	Information of citations are worked into the body for clarification and smoothness. All quotes are introduced. MLA parenthetical form is used	10 Points
WORKS CITED--	All entries cited in the body, alphabetical order for entries, MLA format followed exactly	10 Points

TOTAL POINTS EARNED: _____ Points

B E A C O N P R O J E C T

Addendum 4

Prospectus: Group Project (file:DGReport)

Recorder's Name: Tonya Other Group Members:

Deanna

Craig

Form of Presentation: Essay form

General Topic: Education Limited Topic: The benefits of Pre-school

1. How did you decide on this limited topic?

   Class-time discussion

2. Why do you think this topic will be of interest?

   Show future parents what benefits their children can gain.

3. Where will you collect resources for the presentation?

   MAC library

4. How has the group divided information-collecting tasks?

   We all have one supporting statement of our thesis to research.

5. List the deadlines your group has set for accomplishing tasks.

   Friday--Definite Thesis
   03/02/92--Final Paper

6. How will you handle meetings outside class and get information to each member?

   Tuesdays and Thursdays seem to be our most available time.

7. What are the guidelines you have decided are important for this group to follow to help it function most effectively?

   (1) teamwork
   (2) group research

BEST COPY AVAILABLE

JOSEPH F. DUNNE

St. Louis Community College at Meramec

Small Groups as Teaching/Learning Communities
(Creative Thinking [HUM.112])

Goal, Setting, and Method

My goal in this project was to reduce lecturing and to actively involve students in learning and explaining course concepts. I particularly wanted to cut out that part of lecture in which the instructor goes over assigned reading and tells students what they should have found in it. That insults students who are prepared and inappropriately enables students who are not. It also does not respond to the student who may be confused but who is reluctant to admit that when the instructor invariably asks, "Any questions?"

The course chosen for this project, Creative Thinking, is not a learn-some-facts-and-feed-them-back course. The course considers research on creative behavior and trains students to apply what are called divergent thinking skills to identify problems and discover solutions to them. These skills complement and supplement rational thinking skills, traditional approaches to problem solving through logical analysis.

The course section used in this project enrolled 34 students, 29 of whom finished the course. Almost all of the students were returning adults (two-thirds were over 26; nearly half were over age 35). Three-fourths of the class had previous college experience. For almost half the students this was the only course they took in Fall 1991. The class met one night a week for three hours, a block that made reducing time spent in lecture worthwhile.

The method I chose was Learning Through Discussion (LTD), developed by William Fawcett Hill. In this small group approach, members support one another in learning course material. Before class each member does assigned reading, prepares notes to use to during the discussion, and identifies points of confusion. When the

group meets, members first identify the points each person needs clarified. Then group members work together to clear up confusion, drawing on their understanding and their notes. They cannot take refuge in the book. After members have reached a mutual understanding of the material, the process asks them to integrate it with what they've learned previously and to apply it to their own experiences. Finally, the process asks members to evaluate their session so they can be more productive at their next meeting.

LTD is appropriate in any course and with any reading. Even the best-written material will leave some students with questions, and there will always be a need to integrate and apply content. (For more on LTD see the attachment "Learning Through Discussion" which students used as a guide through the process.)

Logistics

I have always used small groups of five or six students in this course. They provide a supportive, skill-sharing team for problem-solving exercises. They also put any competition in a good-natured group-to-group frame rather than pitting the individual against everyone else. Students begin working in groups during our first class meeting, developing cohesiveness through activities that include puzzle solving and value sharing. (At midterm I shift membership so that members are new to one another.)

In the class before our first LTD session I discussed the LTD process in detail, explaining each step and the role it played in understanding the material at hand. Thereafter we began consideration of each new subject with an LTD session on the assigned reading. The groups would pull together and identify matters that needed clarification. I would check around about time needs and suggest a completion time, usually 40-50 minutes. I established the pattern of sitting a while with each group, observing and sometimes commenting on their group process, avoiding being drawn in as the visiting expert. After LTD I would check how

the process went, perhaps present additional information on the subject, and then introduce activities related to the night's topic.

Student Reaction

Toward the end of the semester I distributed a survey with several open-ended questions about LTD. The twenty responses I received fairly represent the age, sex, and grade distribution of the class.

Did students feel they learned more, less or the same through LTD as they would have through lecture? Overwhelmingly they learned more (85%). Students felt pressured to prepare, felt they received more viewpoints, felt class was more exciting. One person wrote, "Lectures can be difficult to stay focused on. At times during LTD the light bulb would come on and I would understand something I hadn't." Two negative responses to the question indicated LTD was unsuccessful because group members did not prepare.

Is LTD an appropriate strategy for a college course? Yes (95%), but several cautioned that students in the course have to be mature and willing to prepare. The biggest hurdle faced with LTD is student indifference or resistance. As one of the class's best students noted, "LTD is too dependent on individuals who may not share the same values toward class." Students noted that LTD helped use what they were learning and that it benefitted those who will not ask questions in class. One student noted, "It's the only time I've gotten to talk about the book [in a course]."

What time demands did LTD make? Time spent each week reading and notetaking for LTD ranged from 1-4 hours; most students (55%) cited 1-1/2 to two hours. For most people (70%) preparation time decreased over the semester as they got used to LTD and the author's style, as other schoolwork demands increased, and as they got lazy. The extent and length of notes also decreased (60%); a typical response, "I started out with elaborate notes. Then I

reduced my notes to just key phrases on the parts I understood and kept more notes on the parts I didn't understand. Not using the book in LTD forces you to think and summarize in your own words. When you can do this you usually understand."

How active a role did students play? Did they feel they carried more or less of the load than they should have? Most characterized themselves as active and felt they carried the right amount of the load. A few acknowledged they were very active by nature, "I became known as the group leader and at times they expected me to solve their misunderstandings. I was too active--but that's me!"

How did students react to LTD's specific sequence of activities? I think the activities and their order are important. When asked to discuss which LTD steps they found particularly helpful or useless, several students indicated that allocation of time focused the group and forced action. A fourth of the responses commented negatively about the evaluation stage, indicating their groups would skim over it. Several people said that following the LTD sequence was too restrictive and that I was too caught up in the process.

What did students see as the benefits of LTD? Some benefits they identified related to learning content, like having to prepare to learn: "it encouraged me to read the book more than if we just had lecture on it." Without prompting, quite a few people (45%) said they valued learning other points of view: "We got to share ideas in a nonjudgmental informative manner" or "you can get a clearer picture of a chapter by hearing how someone else interprets it" or "It helps you see things through other people's eyes." One person valued "the added examples by others relating different things to the material."

Other benefits came in the interaction with members of the class, from the opportunity to communicate with others: "It helped me to appreciate others in the class, people I would have probably

never spoken to in the whole semester. Putting our collective heads together [helped us] to sort through a tricky passage." Another benefit was the confidence to admit not understanding something: "learning to communicate with others--being open regarding problems" or "learning to talk in a group situation. Not being afraid of being judged or labeled as wrong." There was also the confidence gained in sharing: one person valued "getting help and giving help;" another noted "You gain confidence if the group accepts your point of view." One student summed up the benefits as "a better informed class. A unification of people. A source of help other than the teacher."

What did students see as the disadvantages, the liabilities of LTD? There was only one disadvantage related to content: "Sometimes someone's clarification wasn't accurate so the whole group was misled" or "someone else's ideas may not be what [the author] was trying to get across." This problem was usually caught in the discussion following LTD. Another disadvantage was lack of preparation and involvement: LTD is "not effective if only 2 or 3 members of a group participate."

The bulk of disadvantages cited had to do with problems that commonly occur in small group communications: "Most people do not understand how to say [critical] things constructively," or "If you have people who don't listen and do too much talking, that can stifle others who are hesitant to speak," or "There seems to be one (as there were in both groups I was in) who rambles on or would veer the discussion in another direction." The evaluation step in LTD can address these problems. As indicated earlier, some groups consistently slipped past this step. I tried several times to model evaluation responses that spoke to the sort of problems described here.

Observations

The technique requires that the instructor change his approach, giving up time that would have been spent in lecture and becoming a facilitator of groups. In using LTD again, I would encourage careful preparation (perhaps by occasionally collecting or reviewing LTD notes), focus now and then on particular LTD steps ("During application today I want the group to come up with four examples of...to share with the class"), and promote evaluation.

LTD has a number of points to recommend it. Students have a peer incentive to prepare for class, they can admit to not understanding material in a supportive setting, they learn others had their own problems with the material, they can find clarification, they can gain confidence in clarifying the material for other members, they can hear viewpoints other than the instructor's, and they can share and learn about applications of the material. Learning, in effect, becomes an active, collaborative effort.

Attachment: Class Handout
Learning Through Discussion

LTD--Learning Through Discussion--is a proven learning technique developed by William Hill. In LTD, discussion in small groups moves through a series of steps to build a common core of knowledge, to relate new material to what has come before it, and to consider the value of the material. If you and the members of your group follow this method you will find yourselves both learning the course material and coming to use it in terms that are important to you.

LTD will work if you can agree with each of these statements:

-- Yes, I want to learn in this course.
-- Yes, I am willing to work with the course material and with the group process.
-- Yes, I am willing to be involved.

The LTD Plan

outside of class: Prepare for LTD sessions by doing the reading assigned for each class and by taking notes. The notes need not be elaborate, but they should indicate the key ideas of the chapter and note terms or concepts you don't understand. Put your notes in your own words; that is one way of checking that you understand the material. Your notes should help you reconstruct the reading in your mind because you are not allowed to look in the book during the LTD session.

in class--during the LTD session: Meet with your LTD group and go through the following process:

1. **identification of problems**
   Go around the group. Each member should volunteer what he or she doesn't understand about the material. Are there terms which are vaguely defined? Was an example unclear or contradictory? Someone should make brief note of the issues people bring up so that each of them is answered later on. Note: spend this time identifying what clarification will be needed; don't use this time to explain issues.

2. **allocation of time**
   Decide as a group how much time you will need to work through the rest of the steps. The purpose of this stage is to set a definite ending time. Attention to the clock can focus the group's attention on its immediate concerns. Someone should act as timekeeper. Anyone has authority to point out when the group is getting off the plan.

3. **clarification of problems**
   Now the members of the group help one another understand any points that need to be cleared up, the issues identified in Step 1. The purpose of this step is to postpone discussion of a subject until everyone in the group has a common understanding of the topic. Focus on understanding the subject, not on giving your opinions about it. Note: the group is not responsible at this step for filling in members who have not done the reading.

   It will help the group if you can let the members know what you do understand when you are confused ("I know what mind mapping is, but I'm not sure why we're encouraged to draw shapes and lines"). It will also help if you let the group know when you've been given enough information. If you don't, you may be buried in detail.

4. general statement of the author's message
The goal here is to put the bits and pieces into perspective. Go around the group. Each member should state, in his or her own words, the central ideas of the material and significant points the group should remember.

5. integration
How does this material relate to matters that have already been covered in class? Obviously this step will take a little effort during the early days of the course. Later, though, this step becomes an important activity.

6. application
This is the meat of the LTD process. Now that you understand the material and have related it to what has come before, what can you do with the subject you just discussed? How useful do you think it will be in encouraging creative behavior? Have you had experience with this matter before? What does it mean to you? Note: you've been asked to withhold your personal opinion until this step so you can concentrate on understanding the subject matter before you pass judgment on it. Now you can express your views.

7. evaluation
How well did the group function today? How well did you contribute? It is absolutely necessary to evaluate each LTD session so that every following session can be that much more productive. I'd like each of you in turn to try to make the following statements during the evaluation period:

1. "Today I was pleased with myself for _____."
   What did you feel good about in your performance? What will you try to do again?

2. "Next time I'm going to try to _____."
   What aren't you happy about in your performance today? How can you improve your contribution?

3. "_____ (To your group or someone in your group), I found it helpful that you _____."
   Was someone in your group particularly helpful to you or the group today? Let him or her know it.

4. "_____ (To your group or someone in your group), today you did _____ (describe the behavior). Next time it would help me if you would
   stop doing _____."
   start doing _____."
   do _____ more often."
   do _____ less often."

The goals of the evaluation stage are (1) to make people responsible for their own behavior and for making changes appropriate as they perceive themselves, and (2) to make people responsible for helping others by providing them with feedback so the others can make appropriate adjustments in their behavior. This is probably the most difficult step because it asks you to be honest and open about yourself and the other members of your group. Yet because rewards are proportionate to risks, this may become for you the most important learning in LTD.

For more information on LTD see Wm. Fawcett Hill, Learning Through Discussion. Beverly Hills, CA: Sage Publications, 1969.

CLIFF DOWNEY

St. Justin the Martyr School

Cause and Effect in American History
(7th Grade American History)

During the Fall semester of 1991, I tried to incorporate the critical thinking skill of cause and effect in my seventh grade American History class. In August when school began, I had the students work on some simple cause and effect worksheets (e.g. Effect: My best friend is mad at me. Cause:_____). Some of the students found this silly, others "forgot" to do it. I think the students were not exactly sure what this had to do with American History. I explained that history was a series of events caused by various circumstances. During the year we would explore the relationship among various key events in American History (Colonization, Revolution, Constitution, Expansion, Sectionalism, Civil War).

By September, I had developed worksheets covering the periods of American History from the Age of Exploration to the Civil War. I had outlined contributing causes, main causes, immediate effects and long term effects. I allowed "blank spaces" for student information they thought may have been causes or effects of key events listed in the oultline. I also encouraged them to guess which immediate effects or long-term effects would become contributing causes and main causes for other events (e.g. Colonial self-government would lead to a desire for independence).

The outcome was dismal. My students relied solely on me for input. The blanks were left blank because the students didn't want to put in the wrong answer. I don't think the students used the sheets to help them study for a test. On one test I included five "cause and effect" questions and a majority of the students did poorly on this section.

While teaching, I tried to show the cause and effect between

minor events (Spanish had advanced technology, i.e. guns, and the Native Americans had simpler weapons; therefore the Spanish conquered the Americas). I taught the students to look for key phrases in cause and effect. They were to identify words like: "as a result", "because", "brought about", "caused", "followed from", "for this reason", "led to", "produced", "therefore", and "thus". As whole, this adventure was not a total failure. Some of my students were able to identify main causes and immediate effects. However, the long-term effects and contributing causes were not easily understood by them and frustrated them in their attempts at study.

By December, I had decided to "shift gears" in attempting to teach my students critical thinking skills. The shift I made was to incorporate collaborative learning in my American History class. For the unit on the rise of sectionalism, I broke the class up into small groups. I assigned each group a specific topic: 1. Commerce and Manufacturing in the Northeast, 2. Cotton and Slavery in the South, 3. Social Reforms of the 1800's, and 4. National and Sectional Interests. Each group was to make a presentation to the class of the main ideas and key terms from their topics. The class would then take notes from their fellow classmates' presentations. At the end of the unit there was a peer test, where I allowed students to work with a partner on a multiple choice and essay test made up from their main ideas and key terms. I think the students did an excellent job organizing the material and selecting the important facts needed to learn the material and provide the background knowledge needed for studying the Civil War.

BEACON PROJECT

TONI GARRETT

St. Louis Community College at Meramec

A Collaborative Learning Project In A Math Survey Class
(Survey of College Mathematics)

Survey of College Mathematics is a math course for liberal arts majors. Most of these students will never take another math course, have done poorly on math in the past, and are only taking this course to fulfill some requirement. I wanted this math class to be a positive experience for them. It is a rather small class (12 students).

I decided to concentrate on collaborative learning, especially when we began working on word problems, a troublesome topic for even the best math students.

At the start of every semester, I solicit student comments on a questionnaire to get a feel for student backgrounds, reasons for taking my class, difficulties they anticipate, and attitudes about math. Many of the students are in this class in order to fulfill some requirement. Nearly one-half received a "C" in the prerequisite course, Intermediate Algebra. Some indicated past difficulties with math or dislike of the subject. One person commented specifically that she has difficulty with word problems.

As we were about to begin the chapter that contained word problems, I gave the students an attitude survey and a pre-test.

In the attitude survey, I asked if they were able to solve word problems in the past and if they were confident that they would be able to solve them in the future. I also asked them to complete the sentence that began "Word problems. . . ."

For the pre-test, I chose three problems directly out of the book from the prerequisite course, Intermediate Algebra.

In the survey, more than half of the students indicated that they were able to solve word problems sometimes; however, only a slim majority indicated confidence in being able to solve word

problems in this class. In completing the sentence "Word problems. . . ," four students used the word "confusing" and others indicated that they only made sense after a great deal of time and effort.

On the pre-test, most students were unable to do the problems from the prerequisite course completely and correctly. Four of the twelve students solved two of the problems. There were attempts at solving many of the problems and some of those that were incorrectly solved were begun in a correct way. Many students did exhibit a familiarity with some techniques of problem solving. For example, many made charts for the rate-time-distance problem. Some did a drawing for the length problem. Others knew the basic set-up for a mixture problem.

The next pages contain a brief summary of what I actually did in implementing this collaborative learning exercise.

Thursday, February 20--Before beginning the chapter which contained word problems, I gave a brief attitude survey and pre-test.

Friday, February--explained word problems and solved a number of them for the students. Mostly lecturing.

Monday, February 24--divided the students into four groups of three students each based upon their grades on the first two tests. There were "A", "B", and "C" students in each group. They were to sit together and go over the homework from the previous day for 15 or 20 minutes. Each group was asked to solve the same three problems from the homework assignment. In order to encourage everyone to participate, I asked each student to write out and turn in to me the solution to one of the three problems. (Their whole homework assignment had been about 30 problems in all and these three problems were typical of those in the assignment.) I also lectured on different word problems other than what had been taught the day before. Towards the end of class, I gave one of the problems from the pre-test. Students were allowed to get some help with this problem and all students were able to solve the problem.

Wednesday, February 26--returned the correctly solved rate-time-distance problem to each student and asked them to explain how they had solved it. I lectured on new material.

Thursday, February 27--This day turned out to be the first warm day of the year. Because I was encouraged by their ability to work in groups, I was able to comply with their request to "hold class outside." The day's material was a section of more advanced word problems. I asked the students to group themselves into 3 groups of 3 students (some were absent) and to figure out together how to do the problems. We all went outside and worked on math problems. I worked with each group as they needed help. In my opinion, this day was quite successful.

Wednesday, March 4--This was a review day for the test. Students

worked with their groups from Feb. 24. Each group got three word problems from the chapter. Each group's problems were different. The groups were allowed to work on their problems for about 25 minutes. After working on their problems together, I chose students by lottery to present the problems to the class as a whole. Each student then presented a different problem to the class. Bonus points on the test for each group were given for correct presentations. There was time to present eight problems. All students in attendance that day earned 4 bonus points for the test.

Monday, March 16--After spring break, I asked for comments on the test they had taken on Thursday, March 5 and in particular about the word problems.

I was pleased with the word problems page of the test. Ten of the twelve students were able to solve the rate-time-distance problem on the test, whereas on the pre-test only four of them could solve a similar problem. Most students attempted all the word problems with equations and diagrams. Even those who were unsuccessful made reasonable attempts to solve the problems.

Their attitudes about word problems had improved also. Most thought that they had done okay on the test. (Actual average was 74%.) There were many positive comments about how they did on the word problems. Collectively, they lost an average of 7 out of 18 points on word problems, which to me seems better than average. On some tests students don't even attempt the word problems.

We did not do any collaborative learning again until **Thurday, March 25** when we were reviewing for the next test. We had ended the chapter with a particularly difficult type of word problem: linear programming. These problems use the skills from a whole chapter plus the ability to translate words into equations. I asked the students to sit with their groups from Feb. 24 and gave each group the same set of three linear programming problems. They

spent the whole 50 minute period working the problems. They were each asked to write out the solutions for each problem and turn them in the next day when they took the test. When I tested this material, I decided to give them a linear programming problem in a take-home section of the test. Again on **Thursday, April 9,** I used collaborative group work in reviewing for the test.

On **Monday, April 13** we were beginning two chapters that I knew would be very difficult for the students. The subjects were "counting" and "probability." Almost all of the problems are word problems. No two problems are the same at all. The students have to think about almost every problem. I decided to reconstitute the groups and make three groups of four each to combat the problem of non-attendance. I asked each student to name one person they would like to be in a group with. Some had no preferences. Others tried to choose their whole group. One person even wanted to be with the smartest person in the class. I was able to satisfy most of their requests and still maintain a heterogeneous grouping.

On **Wednesday, April 15** I assigned them to their new groups and asked them to sit with their group every class period. At the start of each class, I wanted them to get help from their group members with homework problems that gave them difficulty the previous night. We continued this for the last two weeks of the semester. On **Wednesday, April 29** I gave the class a new set of problems over the material we had covered and asked them to spend the whole class period working on them in their groups. I helped each group as needed. At the end of class, I told them to finish the problems at home as a review for the test. On **Thursday, April 30** I asked each student to explain one of the review problems on which he or she had been working.

In a final survey, given to the students after the last test, but before the final exam, I asked several questions related to working in groups. I asked if they liked or disliked working in

groups. I also asked how it had helped or hindered their work in the class to work in groups.

Most students liked working in groups. One even said she thought that it would have worked out better if they had worked in groups from the very beginning. One student thought that the groups were too large; she would have preferred to work with a partner rather than several people.

Although I did raise the question, no one said that working in groups hindered their work in this class. Most of the comments were about what I expected. They said that usually someone in the group understood the things that they had not, so they were able to get help. Others commented that it helped just to talk to others about their homework. Even most of the "A" students said that they were able to get help from others in the group.

The results on the final exam were not as good as I expected. Only half of the students in my Survey class did well on the word problem from the earlier part of the course. For purposes of comparison, I used the same problem on my Survey final that I had used in College Algebra finals for several years. The word problems we teach in the two classes are similar. On the College Algebra final about 40% of the students do well on the word problem. Because Survey students tend to have a weaker math background than College Algebra students, perhaps even the fact that they did slightly better than the College Algebra students indicates success. On the material from the last two weeks of class, "probability" and "counting," the results were disappointing; however, usually students do not well on these problems.

Overall, I feel positive about this class's experiences with collaborative learning. In the past, when I have tried group learning, I have had difficulties getting students to interact. They seemed to want to work quietly on their own. Perhaps I

explained it better this time because most students worked well together.

There were some difficulties with this particular collaborative learning experience. The room I had was not particularly conducive to group work because it was a small lecture hall with tables and chairs that could not be moved. There were times when some groups would not be working together. Several members would be far ahead of another member who was struggling with the problem. I realize that there must be some sort of a group grade given so that all will feel they have a stake in the work of the group.

I have learned from other sources that some groups of at-risk students do not realize that it is alright and even extremely beneficial to work outside of class in groups on their homework. Because I believe that it is very beneficial for students to work together outside of class in groups, I have always encouraged this activity. Perhaps with a properly structured collaborative learning experience towards the beginning of the semester with students grouped according to their schedules, I could encourage students to work together outside of class on their homework. It is possible that in-class collaborative learning experiences will help at-risk students and others realize the value of working together on their own.

Addendum

The following are student comments about word problems before using collaborative learning:

Word problems . . .
"are confusing most of the time."

"completely confuse me. Just when I think I've solved it, the whole thing is set up wrong. If I can set it up correctly, I can solve it."

"confuse me w/ all of it's information in long sentences."

"usually make sense to me after I think about them for an hour or so."

"are stupid and have no meaning in life."

"are as hard as I make them (mentally). If I take each element one at a time and think about it, I'm sure I can do it."

"are very hard for me to set up. It is hard for me to see what to use and where to put the number or whatever in the problem set up."

"are a pain in the . . . neck!"

The following are student comments after the March 5 test, following several sessions of collaborative learning, in answer to the following question.

How do you think you did on the test, especially on the word problems part?

"I think I did 'ok' on the test and I believe I solved the word problems correctly."

"I am confident I achieved an A or B on the test. I probability answered 2 out of 3 word problems correctly."

"Not very well. But on the word problems I did ok."

"I think I did pretty well on the test in general--I really don't remember having any major problems."

"I think I got in the 70's on the test. I did have some problems with word problems on the test."

"I think I did really bad on the test. I know I had a hard time, but I think I did alright on the word problems. At least better than the rest of the test."

The following are student comments in answer to this question:
How did it help or hinder your work in this class to work in groups?

"It helped because when a peer would comment on the problem, it would trigger an additional response from someone else until we finally worked the problem out."

"It helped me because I was opened up to different approaches to solving mathematical problems."

"In groups, whenever you have a problem and can't figure out the answer, someone else may know something to help you. The problem, sometimes, is when there is a person who never does the work and can't help figure out the problem. In this class, it was always helpful though, and the latter never happened with me."

"Basically, it helped because it gave another prospective to problem solving."

"It helped by having others in my group understand something I did not."

"Groups helped solve questions, but some people did not participate, therefore, benefiting from others while not contributing."

"It helped because we would talk it out and explain how the problem is done."

"It helped because if there was a certain part I understood then I could help someone else, and if they understood something I didn't, they could help me. You tend to learn a slight bit more because you are not going over the same things, through the lectures with the parts you already know."

"It helped, because we could talk between each other."

"Helped. It added a bit of pressure to do homework to add some input in the group. Also met other class members quickly."

"It helped somewhat towards the end. I find it easier to communicate with fellow students."

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ALLINE C. GREER

Hazelwood East High School

Teaching Syntax and Semantics Through Music
(Spanish I)

In the course of teaching Spanish, I have become aware of the level of difficulty experienced by students as they attempt to comprehend certain grammatical functions in the target language. Principal among these challenges is the ability to use the appropriate form of the verb to express oneself with a given subject. In many cases the students are able to write according to a pattern which carefully predicts which pronoun will appear with a precise verb form; that is, when the forms are requested in an unchangeable format (i.e. conjugation). Nevertheless, these same students are not able to discriminate adequately among choices of verbs when they are required to do so randomly or in a conversational setting. The problem with subject and verb agreement is further complicated by the high frequency of irregular verbs in Spanish as well as the appearance of orthographical or radical changing verbs. Finally, there are certain verbs that do not function according to the usual format of subject + verb + object noun, or subject + object pronoun + verb. Rather, these verbs always require an indirect object pronoun + verb in third person singular or plural + subject.

I determined to demonstrate the subject and verb agreement more clearly and attempt to stimulate students through the process of music. My ultimate goal was to build confidence through total group participation and personal achievement.

To implement the technique of learning through music effectively, I initially secured a copy of the Contemporary Music Approach video and cassette tape packet from the school's media center. The cassettes were varied; many of them dealt with more

advanced structures than were inappropriate for a beginning Spanish class. However, one of the songs was ideal because it incorporated the present tense forms of the three families of regular verb conjugations. The recommended method was to relate the events in narrative form and afterwards play the tape. Students quickly became involved in the activity because the melody was up-beat and the events described were believable. Actually, I did a minimum of explaining regarding the structure; we simply discussed the events and sang the song. I have included a copy of the discussion questions and the song as part of the addenda.

Having realized a spark of enthusiasm that did not exist in the class previously, I began to seek out additional materials that would be appropriate to use as musical teaching tools. Fortunately, a colleague and I attended a state convention on foreign language methodology, and we encountered a publishing company which sold tapes that contained numerous songs that were designed to reinforce syntax and semantics. We purchased the tape, and thus began an adventure that seems endless. These songs not only included perfect rhythms with which to practice verb agreements, but also provided patterns for learning idiomatic weather expressions, the pronoun reflexives, sequence for object pronouns and verbs, and a myriad of high-frequency vocabulary. I have attached several of these songs in the addenda section as well.

Most of the songs were used by removing certain key expressions from the typed sheet and requiring the students to listen for several times, each time filling in more of the missing vocabulary. Students were allowed to collaborate in their cooperative groups in order to assist each other with the completions. After most students had completed the song sheet, the fun really began. We sang the song as an entire class. Emphasis was placed upon reviewing structure as we sang the song on the day that the quiz would be written.

The most flexible of all the songs was the one that allowed for an adaptation of any verb--regular or irregular--as well as for reviewing the meanings in English. The melody was lively and reflected the rhythm of today's "rap" music.

In an attempt to evaluate the success or lack thereof of this project, I have decided to let the students speak for themselves. Both classes were given 3 x 5 note cards and asked to give their assessment anonymously of whether the music used during the quarter had impacted their performance in any manner. Below, I have printed some of their comments.

> Learning Spanish with the aid of a tape on the radio is very helpful. It's similar word association. If you can't seem to remember how to conjugate a verb, you can think of a song we learned or remember the tape. Also, it helps to hear people who speak very fluently in Spanish so that you can get a real idea of how the language is spoken.
>
> I think learning Spanish with songs is lots of fun. We should do it more often. Students would rather participate if more listening activities are learned with songs.
>
> I like them. I think they teach us how fast the language is and it is harder to comprehend when listening to Spanish, not simply reading it from a book.
>
> It gets the class excited. It is easier to remember songs. They make you listen to context clues and figure out other words. Everyone gets involved.
>
> I think that learning vocabulary words along with songs is good because it's fun while learning. But sometimes the songs are boring.
>
> I like the songs because they help me to learn better. On the test I can reflect back on the songs and it helps me to remember the answers.
>
> I like the songs. They emphasize certain structures. They make learning more interesting for me.
>
> I feel good when we listen to the tapes. It's a very good learning experience. I like the learning tapes.
>
> I think it is easier to learn with music. Songs usually stick in your head, and by learning with music you get a rhythm in your head. You associate that with what you need to remember.
>
> I think we should continue with the music because if I study, listen and pay attention to the tapes, it has more meaning for me.
>
> I think the songs helped by making us know the forms of the verbs and what they meant very quickly.

I think when we listen to the music it helps me to learn and remember these verbs better.

I think the songs help you learn and remember the verbs and their endings better.

Singing with music especially helped me when we practiced before the test.

I felt more relaxed when we went over the verbs with the song.

Yes, I think reviewing the endings of the verbs helped me on the "exceptional" verbs on the test.

At first I felt a little confused, but when I paid more attention to the tape it helped me, and I began to understand a lot better.

The fact that we went over the vocabulary using the verbs in the song just before the test helped a lot. It helped me remember the meaning and the spelling of the verbs.

Listening and singing the verbs helps. You get to hear them again correctly and it helps reinforce the proper forms. Music is good for our age since most people our age enjoy music, and it gives the students an idea what the Spanish music rhythm is.

When I listen to the music I really don't have any kind of a feeling. They aren't that big of a deal to me, just something to do in Spanish class.

Some of the songs help. Half the time I can't keep up, the other half of the time they're boring.

The songs did help a little. I don't think I would have done any worse on the test if we had not done the song though.

As one can observe, having carefully read the comments written by several of the students in Spanish classes, the majority of the members felt that learning syntax and semantics through music was an overwhelming success. Nevertheless, there are those who felt negative or ambivalent about the process. Of the total number of thirty-seven students who responded to the survey, only five wrote negative or neutral comments. Due to time considerations, not all of the positive or negative comments were included in this paper.

In my opinion, it is important to note that the students not only felt that learning thorough music is fun, but that it is very productive. Many of them were able to recite specific points of reference that they would mentally refer to as they retrieved information during a test, for example. As a result of the improved performance experienced by the students in my classes, I fully intend to continue the use of contemporary music in order to enrich instruction.

The Conjugation Song
(adaptable to any verb)

Yo ___, T_ ___, Ella ___
Y usted tambien
Nosotros _____
Ellos _____
Y Ustedes tambien.

A Mi Me Gustan las Frutas

A mi me gusta la fruta.
A mi tambien
A mi me gustan las manzanas
A mi tambien
Me gustan las pinas y cerezas
A mi tambien
Las uvas y las naranjas
A mi tambien
Los limones y los mangos
A mi tambien
Tunas, jicamas y cocos
A mi tambien
Toronjas, sandias y platanos
A mi tambien
Me gusta toda la fruta
A mi tambien

Tengo Hambre

Tengo hambre, tengo hambre tengo hambre Y quiero comer
Tengo prisa, tengo prisa, tengo prisa y quiero correr.
Tengo verguenza, tengo verguenza, tengo verguenza, y me voy a esconder.
Tengo sed, tengo sed, tengo sed y quiero beber.
Tengo frio, tengo frio, tengo frio y me voy a calentar.
Tengo calor, tengo calor, tengo calor y quiero tomar.
Tengo miedo, tengo miedo, tengo miedo y quiero gritar.
Tengo sueno, tengo sueno tengo sueno y quiero dormir.

Trabajamos como burros

Yo trabajo, Yo trabajo
Yo trabajo todo el dia en un banco
Ella trabaja, Ella trabaja
Ella trabaja toda la noche en un teatro
Ella y yo trabajamos
Dia y noche como unos burros
Cuento dinero, Cuento dinero
Cuento dinero todo el dia en un banco
Vende boletas, Vende boletas
Vende boletas toda la noche en un teatro
Ella y yo trabajamos
Dia y noche como unos burros.

JUDITH A. LEACH, Ph.D.

St. Louis Community College at Meramec

Connecting Students' Experiences to Course Content through Collaborative Learning
(Child Psychology)

My involvement in the AACJC-Kellogg Beacon Project over the last two years has been a profitable experience for both myself and my students. For me, it provided the best staff development experiences I have ever participated in. The quality of the presentations was excellent and they were invariably thought provoking. In addition, the feedback and contributions of my colleagues proved to be a rich source of encouragement, support, and new ideas to try out in the classroom. My students benefitted from an increased diversity of educational experiences in the classroom as well as renewed enthusiasm for teaching on my part.

My goal for the year was to provide collaborative learning opportunities for students enrolled in my two sections of Child Psychology. These sections have a diverse population of students, most of whom are taking the course because it relates to their career goals, but a significant number take the course as an elective because it "sounds interesting." In addition, there is the typical large range in ages that one finds in community college classrooms. In this particular course, you also find a great discrepancy in both motivation and background knowledge between those students who are parents and those (the large majority) who are not. The instructional challenge is obviously to find a way of reaching and challenging all of these students.

Towards this end, the use of collaborative learning groups is an ideal approach. It allowed me to group together students of different ages, gender, experience with children, career goals, and academic potential. I found it especially useful to have at least one person in each group who had a child of his/her own; this

provided an extremely valuable pragmatic, real-life perspective to the deliberations of the group.

Specific group activities which the classes engaged in this past year included a discussion of personal traits and the degree to which they could be attributed to genetic and environmental factors; an advice manual for parents of infants; conducting experiments designed by Piaget to ascertain the cognitive developmental level of children; resolving a moral dilemma and discussing the resolution in terms of Kohlberg's stages of the development of moral reasoning; solving problems that required reasoning at the level of formal operations (as defined by Piaget); and discussing factors related to the problem of teenage pregnancy in this country, along with possible solutions.

In almost all cases, students approached these tasks with a great deal of enthusiasm. There were occasional instances of small groups that lapsed into social chatter, or complete silence, but prompting by the instructor usually solved these problems. Overall, there was always a much higher level of participation in the class during these activities than there was during a typical whole-class discussion. On their course evaluations at the end of the semester, a number of students singled out the group experiences as their favorite aspect of the course.

At the beginning of this project, I had five goals that I hoped to accomplish. These were to achieve higher levels of participation by students, higher levels of information processing, bridging the gap between classroom concepts and the real world, greater appreciation for divergent points of view, and forming bonds with other students. From my observations, and the feedback I received from students, I believe that all of these goals were met to a significant degree. For this reason, I definitely plan to continue the group activities in the future.

The problems that arose were largely anticipated and easily

overcome. One that I'm still wrestling with, however, is the problem of time allocation. When the class gets into groups, and by the time the groups process their experiences, the entire class period is utilized. Because this is essentially a survey class that covers an enormous amount of material, the main problem that I had to contend with was anxiety about having enough time to do it all. I still envision the group experiences as being supplemental, rather that primary, instructional activities. Perhaps I can change the nature of the activities to be more purely didactic in nature. In any case, I'm committed to the collaborative learning process and appreciate the opportunities that the Beacon project provided for learning more about it.

Collaborative Assignments: Creating an Advice Manual for Parents of Infants

Tim Rumpf
Byron Key
Mark Rogles
Jesse Evans

Physical

1. Forget everything that you think you know.
2. Allow a rich environment for exploration.

Social Psychology

1. Interact with other new parents.
2. Interact with other children and see how he/she reacts to the other children present.

4 General Categories

1. Take time out of a day to establish a bond between the parents and child. The attachment period is a period a child responding to its parents over a period of months. Once attachment is established the child and parents will continue attachment through life. "Something that must be continuous." That's not turned off and on like a light switch.

2. In raising a child, you should remove objects that may hinder a child.

3. While you're not around and you leave a child alone with someone, be sure to ask questions on the person's part.

Angie Martin
Shelly Elam
Laura Torbitzky
Toni Nichols

Physical

1 Proper nutritional habits:
   a. No candy
   b. Eat the 4 basic food groups
   c. Watch quantity of food intake

2. Proper grooming habits:
   a. Bathe daily
   b. Keep clothes clean
   c. Wash hair daily along with brushing teeth and combing hair

3. Proper exercise habits:
   a. Various activities - swimming, soccer, gym, etc.
   b. Let child go outside to play instead of staying in and watching T.V.

Cognitive Language

4. Be a good role model as a parent
   a. Don't use vulgar language around child
   b. Don't always tell your child "NO," they need to learn the difference from right and wrong.

5. Correct your child when they do something wrong.
   a. Let the child be independent
   b. Let them make their own decisions within reason

Social/Psychological

6. Keep your child in a safe healthy environment
   a. Make sure they have inter-reactions with other kids.

7. Use limited expressions of behavior around child
   a. Don't use language and fight around your child.

8. If the baby cries, respond fast to the baby's cries.

9. If the child is punished, tell your child why you punished them.

10. Always have good communication skills with your child even as they get older.

A. Deshpande
Erik Wideman
Nick Stroker
Scott Preston
Todd Hartstein

1. Make sure the baby is healthy (regular check-ups) (Good pediatrician)

2. Make sure appropriate formulas and proper feeding of infant is given

3. Always attend to the child when crying as soon as possible (at least throughout first year).

4. Don't force eye contact with child if child doesn't want it. (Be sensitive to child's cues as far as being overstimulated.)

5. Spend adequate amount of time with child in order to form trusting relationship.

6. As child grows older, allow them to speak up more for what they want (food, etc.) as opposed to attending to a basic schedule so child can learn to speak more and more as they become toddlers.

7. As child grows older, respond as needed to their cries. Don't spoil the child, learn to differentiate between what they really need and what they want.

8. Make sure visual acuity is developing properly; hold up objects, see if child can follow the object moving, etc.

9. Build up ability to crawl, stand, sit, by doing so with support until child can do so on own.

10. Make sure parents work out schedule between themselves as far as spending appropriate amounts of time caring for and playing with child.

Melissa Canada
Barb Gardner
Debbie Vogelgesang
Amy Wind
Physical

Get a book that states at which ages motor skills should be developing so that if they're not progressing according to norms, parent needs to look into it.

Give the child safe, age-appropriate toys that can build gross and fine motor skills as well as visual processing.

Supervise motor skills such as climbing steps.

Cognitive/Language

Talk to your child from the very beginning to encourage language development and mutuality.

Give the child a safe environment to explore. Child-proof the house by putting up small or breakable objects, chemicals, etc.

Social/Psychological

Hold baby when feeding, establish eye contact.

A baby cries because he needs something. It is important to respond quickly and appropriately. This builds trust.

Rather than have a power struggle when your child wants to do something you don't want, try to divert their attention with another activity.

Greg Feth
Craig Kempen
Physical

1. Proper physician recommended nutrition program should be adhered to, i.e. plenty of food.

2. Provide plenty of creative toys, i.e. big colorful blocks, stuffed toys, etc.

3. Keep the child in a clean, healthy environment.

Cognitive/Language

1. Read to your child often.

2. Respond quickly and consistently to the baby's needs - diaper change, hunger, pain, etc.

3. Talk to the child, repeating words often so the child becomes familiar to the sounds.

Social/Psychological

1. Reward the good things the child does. Don't focus on negative/wrong things.

2. Respond quickly and consistently to the baby's needs.

3. Devote a lot of time playing, talking with the child.

4. Encourage interaction with other kids. Provide role models--mainly yourself. Practice what you preach.

Andrew Hoppe
Chris Jeffe
Amy Porter
Stacy Siamcas

Physical

1. Well balanced diet.

2. Toys that promote physical development.

3. Let them explore the environment.

4. Show more affection to child physically (such as touch, hugging, kissing).

Cognitive language

1. Read books to children.

2. Speak to them normally.

3. Respond to what the child says.

Social/psychological

1. Encourage to do things on their own.

2. Encourage more contact with other children and adults.

3. Use consistent discipline.

Jesse Evans
Mark Rogles
Tim Rumpf
Byron Key

Cognitive

1. Notice a child's interests, however small, and follow up with demonstrations, explanations, and encouragement.

2. Remember that a parent's example is more important than anything in stimulating a child's cognitive development. A parent who shows by example will be more influential than one who merely exhorts.

3. Provide an environment for the child which is rich in possibilities for exploration and discovery.

Social/Psychological

1. Be aware that a child's temperament will emerge very early, and is not necessarily a big product of parental action. A "difficult" baby is not "caused" by "difficult" parents.

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Shannon Ray
Kim Geisler
Andrea Herzog
Julie Cheung

Physical

1. Hold and look at your baby while feeding him/her.

2. Stroke the baby's face (cheek) to see if he/she turns towards your hand; a normal response is for the child to try to suck on the hand.

3. Make sure if 4 months weight has not doubled since birth; see doctor about problems that could be occurring.

Cognitive

1. At 4 months an infant should start to search for a partially hidden object. Quiz the child and make him search for a hidden object.

2. Around 6 months, an infant may have a fear of strangers and a fear of being separated from its parents. State that it's okay for the child to explore the area.

3. A child's first word may be around 12 months. This word describes objects in sight. If a child states a word wrong--correct him when you state the word.

4. Between 18-20 months, a child begins to put words together. To elaborate on a sentence, finish a sentence and draw out what he/she has already said.

Social

1. A parent must be able to pick up on a child's "cue" or clue in order to establish trust and love.

2. Some children feel helplessness when they cry and no one responds.

3. Make sure you find a child care center that doesn't switch Nannies. Also find a nanny/child ratio of 1 to 3 or 4.

SECTION 5:

CREATIVE ASSESSMENT

FREDNA CARLSON SCROGGINS

St. Louis Community College at Meramec

IMPROVING ASSESSMENT IN GENERAL PSYCHOLOGY
(PSY200 General Psychology)

My goal this year has been to improve the quality of assessment in general psychology. The multiple choice tests I had been giving were adequate; questions varied in the kind of thinking tapped, from recall of facts to evaluating effectiveness. The issue I was dealing with, however, was that of making this general education requirement real to students. I wanted them to understand why psychology is part of their general education and to recognize the value to them in understanding their lives as they live them. Multiple choice tests did not seem appropriate for this task.

Fall semester I took the first step by including 2 to 4 points on each of the eight tests (worth 50 points each) which required that students apply a concept from the material to REAL LIFE. Examples of this would be: You are eavesdropping on a conversation at a party. What kinds of things would you hear that would allow you to predict an individual's locus of control? What advice about parenting styles will you give your friend who has a new baby? Briefly describe the coping mechanism you most frequently use.

In addition to the short essay questions, I, with some hesitation (does this sound like an elementary school project?), assigned a clipping notebook. Students were to collect short articles from current newspapers and magazines which exemplified or included facts and/or concepts studied in this course. Each clipping was to be accompanied by a single, complete sentence explaining how it related to the course.

I did not collect any assessment-of-assessment data for the fall semester. I did, however, note that of the 35 students who registered for the course, one dropped the class and one did not

take the final exam. That is, in my experience, fairly unusual in general education classes.

For the spring semester I added another task: students were to administer the Social Readjustment Rating Scale to themselves, find their level of stress, and, using the information provided in the textbook chapter on stress and adjustment, identify the mechanisms they were currently using to deal with stress, evaluate the effectiveness of those coping mechanisms, and consider ways to cope more effectively.

Last week students were asked to assess the worth of the various activities (see Addendum A). Not surprisingly, nearly half of them found the multiple choice items to be most useful. The other students, however, identified the clipping notebook or the stress analysis most useful. The comments about the stress analysis and the notebook were most revealing. Even those students who find multiple choice items "more useful," indicated that the stress analysis and notebook were positive learning experiences. "I learned on my own how to deal with my stress, but the assignment made it possible for me to express how I dealt with my stress using the correct terms." This student goes on to add, "The clipping notebook was very helpful; it kept me on the ball. It was a useful tool in really learning about the topics we have studied in this course." Another student, who also prefers multiple choice, contributed, "It helped with a large amount of things. It helped remind me of things from past chapters." At the other end of the spectrum, a student who ranked the clipping notebook as most useful said, "By doing this it helped me put everything we've learned into real life. It proved to me all of this happens sometime and it is not just something out of a book." Another student valued the stress analysis, "I learned a lot about my handling of stress and I'm trying to replace the methods that are not working with the correct ones." He found the notebook to be of less worth, "I found

out how much I learned from class but some of them I barely read because I just wanted to get them done." I suspect that other, less forthright, students may share this attitude. As one student indicated, "the clipping notebook seemed like busywork, but I did read the paper a lot more, and I was more knowledgeable of things that were happening."

These student comments are representative of those made. The most negative comments still acknowledged an awareness of how much the student had learned in class or an increase in paper reading and greater knowledge of things that were happening--not a negative outcome at all!

Even though this hardly constitutes hard data, I think that the "experiment" was successful. My goals for general psychology are that students acquire a greater understanding of the human condition, that they recognize that behavior makes sense and fits into patterns, and that the textbook is a kind of blueprint for what they will encounter in the world. I think that the comments students made indicate that they are meeting my goals. Next year, I am going to increase the number of non-test assessments by including more assignments which include alternative modes of processing information, use of those other frames of mind.

Addendum 1

This semester in PSY 200 you have been asked to complete several activities/ questions which were intended to help you make the connection between the course and life. I am interested in knowing how successful (or not) those assignments were.

1. Please rank according to usefulness the various activities.

   _____ multiple choice items

   _____ short essays on tests

   _____ stress analysis

   _____ clipping notebook

2. What did you learn from the stress assignment?

   _____

3. What did you learn from the clippings notebook?

   _____

4. If you were going to teach this course, which of the assignments would you include/exclude? Why?

Thank you!

Addendum 2

Psychology 200
Notebook Assignment

PURPOSE: This assignment is intended to facilitate the recognition of the relevance of the study of general psychology to everyday life.

ASSIGNMENT: Collect 25 clippings from newspapers (not to include supermarket tabloids) which present an example of a psychological concept in everyday life. For each clipping, write at least one complete sentence which explains how this item is related to a concept or topic studied in Psych 200.

EVALUATION: Each clipping/comment which makes an appropriate connection will receive 1 point to a total of 25 points.

COGNITIVE SKILLS: Application

EXAMPLE:

Dear Abby: On Jan. 31, I gave birth to a beautiful, healthy daughter. On May 24, I graduated from high school. I love my child dearly, but I really wish I were older, finished with college and married. (I am none of these and won't be for a long time).

All things considered, though, I am one of the lucky ones. I have two wonderful, supportive parents, my baby was born healthy, and I have persevered and finished high school. Even with all of this on my side, I still wish I had waited, and I hope that by writing this letter, I can influence just one couple to wait until they're married to have sex.

I knew the facts of life, but it never occurred to me that I could get pregnant, I always figured it would happen to someone else. Now I am everyone else's "someone else."

I literally get sick to my stomach when I hear my friends telling me how much they'd like to have a baby, and how they wouldn't mind getting pregnant now. All they think of is how much fun it would be to dress the baby up and show it off. The truth of the matter is, once you have a baby, you don't feel like going out anymore. You don't think of the incessant crying, getting up in the middle of the night for feedings, the dirty diapers, the spitting up, the constant washing of clothes, bottles and, most important, the expense.

I spent $600 alone in baby-sitting costs between March and May just so I could go to school and graduate--$600 that I didn't have. That meant I had to get a job, which meant more babysitting costs.

I was not and still am not emotionally prepared to be a mother. The stress is incredible. For the rest of my life, I am going to be a mother. There is no way around it. If I don't feel like being a mother at some point in time and want to just go out and be an 18 year-old--a typical teenager having fun--that's too bad, because I will always be a mother first. Even if I do go out, my daughter is always on my mind.

My plea to anyone out there who is not ready to have a baby and is either having sex or thinking about having sex, DON'T DO IT!! If you do it, you should use TWO methods of contraception--preferably the pill AND a condom.

Babies are wonderful gifts from God, but I believe that they are meant for people who are emotionally and financially ready for them.

Thank you, Abby, I hope I have prevented one teen-age pregnancy with this letter.

Linda Schraven

So do I. Thank you for an honest account of motherhood as experienced by at least 1 million teen-age girls a year. According to Joan Griggs Babbott, executive director of Planned Parenthood of Los Angeles, one in 10 teen-age girls become pregnant each year--nearly 30,000 of whom are under the age of 15. And for every teen who chooses to have the baby, almost an equal number choose to have an abortion.

* * *

The young woman said, "I knew the facts of life, but it never occurred to me that I could get pregnant." That is an example of the personal fable, a characteristic of adolescent cognitive development.
[student response]

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Addendum 3

PSY 200 - General Psychology
Independent Project

PURPOSE: Perhaps the most valuable outcome of the study of psychology is increased self knowledge and understanding. This assignment is intended to provide an opportunity for each student to apply concepts related to adjustment to his own personal experience.

ASSIGNMENT: 1. Carefully read Chapter 13, Stress and Adjustment, in your textbook. Note the definitions and strategies for coping with life changes; and

2. using the "Social Readjustment Rating Scale," assess your own level of stress.

3. Using both the results of the assessment and your understanding of the concepts explained in Chapter 13, analyze your own strategies for coping with stressful events.

4. Write a 1 - 1 1/2 page (typed, double-spaced) paper in which you describe your overall stress level and identify major sources of stress. Identify the strategies you are currently using to cope with stress, evaluate the effectiveness, and suggest, if appropriate, changes you may want to make in the mechanisms you are using.

EVALUATION: Do you identify sources of stress, currently used methods of dealing with stress, and do you consider better alternatives?

Is there evidence that you are applying concepts from Chapter 13 in your analysis?

Mechanics of organization, spelling and punctuation are part of the grade. Proofread, correct, edit.

* A note on confidentiality: The assessment is your own private data. Do not feel obligated to share this with anyone else. For the paper, look at the <u>overall</u> score and clusters or patterns of sources of stress. Reveal only what you are comfortable revealing.

BEACON PROJECT

BARBARA K. THOMPSON

Hazelwood School District

The Kellogg-Beacon Project: Support for Changes in Writing Classes and Assessment Procedures
(Ninth grade Composition)

When I became a participant in the AACJC/Kellogg Beacon Project, I was actively promoting change in my classroom. The sessions of the Beacon Project provided serendipitous support for my changes. I had adapted my first semester ninth grade required Composition classes to follow Nancie Atwell's model of Reading/Writing Workshop (In the Middle, 1987). Change is difficult, and I needed support. Parts of the presentations fit perfectly with what I was implementing in my classroom. For example, in Lynda Jerit's presentation on October 12, 1990, she spoke of the "dangerous intersections" in learning, the places where students get hung up, perhaps because of a perceptual shift or just because of a difficult concept. And then, one of the dangerous intersection examples that she gave was adding audience to writing. Her description fit perfectly what I had been observing in my classroom. Her suggestions of how to facilitate students' navigation through dangerous intersections helped me though difficult times in the writing workshop. I remembered and applied the dangerous intersection theory and procedures as I implemented cooperative learning in my second semester college preparatory World Literature classes.

Student response to the reading workshop was overwhelmingly positive. Ninety percent of the students indicated that they enjoyed the reading workshop; they enjoyed having quiet time to read. (Maybe their lives are just as hectic as ours!) All but two students read at least two trade books during the reading workshop. The reaction to the writing workshop was mixed. Many students felt that writing was hard work and weren't sure that they enjoyed

writing three out of every five days. This student comment sums up the negative response: "Writing workshop isn't all it's cracked up to be, but is sure helps you sort out your thoughts." Unfortunately, I did not build into my class a pre- and post-evaluation of writing. Empirically, I observed that student writing improved in quality and in variety. I had plans to use holistic scoring to implement such a pre- and post-evaluation during the next school year, but I no longer have my own classroom. A plan to evaluate student growth in writing did work its way into a district curriculum revision, however. (More on that later!)

In my college preparatory World Literature classes, the students weren't sure that they wanted to learn cooperatively. They were accustomed to competing with each other for class rank, but we eventually worked into cooperative learning. One of the questions on the essay final in that class asked the students to discuss the most important thing that they learned in the class. Over one-third of the students wrote about working cooperatively rather than about great works of literature!

The AACJC/Kellogg Beacon Grant also helped facilitate change in another way. One of my goals as department chair had been to improve the communication and articulation between high school and area colleges and universities. Meeting community college faculty gave me the opportunity and the courage to work toward that goal as I realized that the community college faculty were really regular people, that we shared common goals, and that we could easily talk with each other! One productive change was that a teacher in my department and the two school librarians have since participated twice in an outreach program of the library at St. Louis Community College-Florissant Valley.

Change has been a big part of my professional life since I became a participant in the Beacon Project. In the 1990-91 school year I was a department chair, teaching two classes. In the 1991-

92 school year I became a district consultant. In my new position, I help facilitate curriculum revision. In our latest curriculum revision of the ninth and tenth grade required composition courses, the teachers were interested in portfolio and alternative assessment. At the April 5, 1991 Kellogg Beacon presentation, I learned about the work at Alverno College in portfolio assessment. Their use of portfolio assessment became part of the background against which the curriculum revision committee worked. While the teachers on the curriculum revision committee did the writing, I am attaching the outcomes and the assessment portion of the curriculum revision as addenda to show the changes that have come about. I think that these changes will be significant for students because they will be doing much more reading and writing. The curriculum will be implemented in the fall 1992, so the test of time has yet to come. We have written into the curriculum permissions and plans to revise strategies as we implement the curriculum.

OUTCOMES

The student will demonstrate through writing significant growth in

1. Awareness of audience
2. Purpose
   - -for self-expression
   - -for academic writing
   - -for empowerment (personal, political, socio-economic)
   - -for future planning
3. Focus (controlling idea)
4. Logical thought process
   - -effective lead
   - -beginning, middle, end
   - -sufficient support
   - -cohesiveness
   - -analogies
5. Precise language
   - -fresh, sophisticated vocabulary usage
   - -specific, vivid word choice
6. Creativity
   - -dialogue
   - -style
   - -sentence variety
   - -tone
   - -voice
7. Knowledge of research process
   - -access information through various technologies
   - -utilize sources (print and nonprint)
   - -produce research project with documentation
8. Knowledge of conventions
   - -grammar
   - -usage
   - -mechanics
9. Knowledge of writing process
10. Knowledge that reading and writing are interrelated
11. Use and structure of the essay
12. Use of the four modes of writing
    - -descriptive
    - -narrative
    - -expository
    - -persuasive
13. Evaluation of the quality of writing
14. Extemporaneous writing

EVALUATION

INTRODUCTION

Teachers are capable professionals who have the capacity to facilitate intellectual and emotional growth in students. Therefore, teachers have the autonomy to create classrooms with positive, supportive environments that will foster excellence in writing. There is no one "right" approach to evaluation. Since each student's collection of writings will differ, each classroom will reflect varying approaches to authentic assessment.

COURSE WORK

The course work grading will follow the district policy of one-third for daily work, one-third for homework, and one-third for test grades. To pass the class, a student must earn a passing class average and present a passing portfolio of written work from the current semester.

PORTFOLIO ASSESSMENT

A passing portfolio, consisting of at least four pieces of writing, must

1. include a minimum of at least three student-selected pieces, one of which is an essay,

2. include one extemporaneous writing that scores a 4 or above on the rubric,* and

3. show growth in a minimum of 9 out of 14 outcomes.

Transfer students will be required to produce an extemporaneous piece of writing to be used as a base line for their portfolios.

This portfolio will be passed on to the student's Writing II teacher.

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Holy Innocents School

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Jefferson College

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Mineral Area College

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APPENDIX A:
DIRECTORY OF ASSOCIATE COLLEGES AND PARTICIPATING SCHOOLS

Associate Colleges

JEFFERSON COLLEGE
P.O. Box 1000
Hillsboro, Mo. 63050
(314)789-3951

Gery Hochanadel, President
Thomas Burke, Campus Coordinator

LONGVIEW COMMUNITY COLLEGE
500 Longview Rd.
Lee's Summit, Mo. 64081
(816)763-7777

Aldo W. Leker, President
Barbara Eubank, Campus Coordinator

MINERAL AREA COLLEGE
Highway 67
Flat River, Mo. 63601
(314)431-4593

Dixie A. Kohn, President
Elvis Clark, Campus Coordinator

PENN VALLEY COMMUNITY COLLEGE
3201 Southwest Trafficway
Kansas City, Mo. 64111
(816)932-7600

E. Paul Williams, President
Mary Simpson, Campus Coordinator

NORTH CENTRAL MISSOURI COLLEGE
1301 Main St.
Trenton, Mo. 64683
(816)359-3948

James Selby, President
Georgia Lappas,
Campus Coordinator

ST. CHARLES COUNTY
COMMUNITY COLLEGE
102 Compass Point Dr.
St. Charles, Mo. 63301
(314)922-8000

Donald A. Shook, President
Carol Ballantyne,
Campus Coordinator

ST. LOUIS COMMUNITY COLLEGE
AT MERAMEC
11333 Big Bend Blvd.
St. Louis, Mo. 63122
(314)9847500

Richard Black, Acting President
Elizabeth M. Mahony,
Campus Coordinator

ST. LOUIS COMMUNITY COLLEGE
AT FOREST PARK
5600 Oakland
St. Louis, Mo. 63110
(314)644-9100

Henry Shannon, Acting President
Hattie Jackson,
Campus Coordinator

STATE FAIR COMMUNITY COLLEGE
3201 West 16th St.
Sedalia, Mo. 65301
(816)826-7100

Marvin Fielding, President
Bob Solomon, Campus Coordinator

HEART OF THE OZARKS COMMUNITY
TECHNICAL COLLEGE
P.O. Box 5958
Springfield, Mo. 65801
(417)863-0333

Norman Myers, President
Mary Farmer, Campus Coordinator

APPENDIX A:
DIRECTORY OF ASSOCIATE COLLEGES AND PARTICIPATING SCHOOLS

Co-Participating Schools

HAZELWOOD EAST HIGH SCHOOL
11300 Dunn Rd.
St. Louis, Mo. 63138
(314)355-6800

Robert E. Reynolds, Principal
Alline Greer, Contact Person

HOLY INNOCENTS SCHOOL
4926 Reber
St. Louis, Mo. 63139
(314)771-2188

Judy Roderick, Principal
Martha Mayne, Contact Person

MCCLUER NORTH HIGH SCHOOL
705 Waterford Dr.
Florissant, Mo. 63031
(314)831-6600

Larry Kreyling, Principal
Glenda Mitchell-Myles and
Mayetta Williams, Contact Persons
Willie Riddle and Sue Templeton

ST. JUSTIN THE MARTYR SCHOOL
11914 Eddie and Park Rd.
St. Louis, Mo. 63126
(314)843-6447

Sister Ann Martinek, Principal
Clifford Downey, Contact Person

HAZELWOOD SCHOOL DISTRICT
15955 New Halls Ferry Rd.
Florissant, Mo. 63031
(314)921-4450

Francis Huss, Superintendant
Barbara Thompson, Contact Person

HUMBOLDT VPA MIDDLE SCHOOL
2516 S. 9th St.
St. Louis, Mo. 63104
(314)772-3164

James Strughold, Principal
Carrie Brewer, Contact Person

PARKWAY EAST JUNIOR HIGH SCHOOL
181 Coeur de Ville Dr.
Creve Coeur, Mo. 63141
(314)542-0001

Michael Shipman, Principal
Sally Stoddard, Contact Person

VALLEY PARK ELEMENTARY SCHOOL
356 Meramec Station Rd.
Valley Park, Mo. 63088
(314)225-4151

Mary Menne, Principal
Susan Biffignani, Contact Person

VALLEY PARK HIGH SCHOOL
356 Meramec Station Rd.
Valley Park, Mo. 63088
(314)225-4151

Ralph Damon, Principal
Louise Levine, Contact Person

APPENDIX B:
SCHEDULE OF WORKSHOPS 1990-91 AND 1991-92

THE AACJC-KELLOGG BEACON PROJECT,
"Building Community Through Student Diversity,"

Presents

WORKSHOP I

12 October 1990

at

St. Louis Community College--Meramec

Student Center Rooms 200-201

8:30 a.m. to 4:30 p.m.

SCHEDULE

8:30-9:00 a.m.	"Registration," Coffee. Student Center Rms. 202-203
9:00 a.m.	Welcoming comments Meramec Staff Student Center 200-201
9:15-11:45 a.m.	Seminar I "Critical Thinking and Innovative Teaching" Lorenz Boehm, Director Critical Literacy Project Oakton Community College Des Plaines, Illinois

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12:00-1:30 p.m.	Lunch with Focus Groups Box Lunches available for pickup in Student Center Rms. 202-203 Focus Groups will be assigned "Meeting and Eating Spaces." Weather permitting, some may be outdoors.

1:30-4:30 p.m.	Seminar II Student Center Rms. 200-201 "Writing to Learn" Lynda Jerit Critical Literacy Project Oakton Community College Des Plaines, Illinois

APPENDIX B:
SCHEDULE OF WORKSHOPS 1990-91 AND 1991-92

THE AACJC-KELLOGG BEACON PROJECT,
"Building Community Through Student Diversity"

Presents

WORKSHOP II

15 November 1990

at

Lodge of the Four Seasons - Valencia Room I
Lake of the Ozarks

(a Preconvention Workshop during MACJC's 25th Annual Convention)

9:00 a.m. to 4:15 p.m.

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SCHEDULE

8:30 - 9:00 a.m.	Pick up Folders; Print Materials
9:00 - 11:45 a.m.	Seminar I - Valencia Room I "Reading Actively" Bill Taylor Critical Literacy Project Oakton Community College Des Plaines, Illinois
11:45 a.m. - 12:30 p.m.	Lunch - (Participants are "on their own" for this brief break)
12:30 - 2:30 p.m.	Seminar II - Valencia Room I "Teaching/Thinking Across the Curriculum"
2:45 - 4:15 p.m.	Focus Groups: to be assigned according to disciplines/teaching areas.

APPENDIX B:
SCHEDULE OF WORKSHOPS 1990-91 AND 1991-92

WORKSHOP SCHEDULE
AACJC-Kellogg Beacon Project
8 February 1991

Penn Valley Community College/ 3201 Southwest Trafficway
Kansas City, MO 64111
Campus Center Room 503

8:30 - 9:30 a.m.
Pickup materials for workshops and drop off videotapes for dubbing.

9:00 a.m. - 12:00 p.m.
"Sequencing Assignments and Activities" with **Lynda Jerit**,
Oakton Community College

SEQUENCING ASSIGNMENTS: COURSES THAT SPIRAL

Among the many principles by which courses of study can be organized, one of the least explored is sequential, recursive design of activities and assignments. Central to this concept is the notion that core elements of a discipline form something akin to a vertical structure around which learners ascend in a gradual spiral to higher and higher levels of competency and understanding. Writing is essentially the same for children and for Nobel Laureates. History has concerns which persist at all levels of the discipline. So, too, do all fields. Biology is biology is biology.

Sequencing generally relies on the use of sets of recursive assignments which return to topics or issues to re-examine them in light of increased understanding. Learning through the use of sequenced assignments also means examining issues or ideas from multiple points of view. Some sequences incorporate all the content and the learning strategies of an entire course. Other sets parallel content and have as their aim reinforcing habits of mind, bridging the gap between classroom and the world, or breaking barriers which threaten to bring learning to a halt.

This workshop will offer participants an opportunity to become familiar with the concept of sequencing and to investigate a wide range of sequences in a number of subjects. The first half of the workshop will be collaborative; the second will examine sets of sequences.

12:00 - 1:30 p.m. Lunch
(Participants are "on their own" for lunch. See list of nearby or on-campus restaurants)

1:30 - 3:30 p.m.
"Leading Classroom Discussions" with **Bill Taylor**,
Oakton Community College

STRATEGIES FOR LEADING CLASSROOM DISCUSSIONS

In order to develop critical thinking skills, students need to be able to practice those skills in the supportive environment of the classroom. Class discussion is one way to provide students with that opportunity. This workshop will begin with the participants engaging in a "class discussion." This will be followed by a consideration of strategies for leading successful discussions.

APPENDIX B:
SCHEDULE OF WORKSHOPS 1990-91 AND 1991-92

WORKSHOP SCHEDULE

AACJC-Kellogg Beacon Project--5 April 1991
St. Louis Community College-Forest Park
5600 Oakland Avenue
St. Louis, Missouri 63110

Highlander Lounge in Student Center (Room 503)

8:30 - 9:00 a.m.

Pickup materials for workshops and drop off videotapes for dubbing.

9:00 a.m. - 12 noon

"Learning Collaboratively" and "Assessing Ourselves and Our Students"
Team presentation by **Alan Rubin and Walter J. Bobkiewicz, Jr.**

Two important questions that this day-long workshop will attempt to answer are: 1) How do I get my students to think more critically in my course; and 2) How do I know how well they're doing it? While the answers to these two questions are clearly complex, this workshop will present three related dimensions that should be considered when designing (or redesigning) our teaching strategies.

Collaborative learning has been described as the pedagogy of critical thinking. The workshop will present a model for planning and implementing effective collaborative learning strategies. Participants will be able to design assignments that encourage students to share ideas, to recognize and reconcile differences between ideas, and to clearly express newly formed ideas that are a product of the collaborative process.

The workshop will go on to explore the variety of ways that are used to assess critical thinking in classrooms. Participants will have an opportunity to compare standardized appraisal techniques for assessing critical thinking as well as to explore the process of creating instructor-designed instruments.

Finally, while much has been written about the construction of fair, reliable and valid tests of students' progress, little has been done to expose the value of tests as a teaching tool. In this part of the workshop participants will examine a variety of ways that tests can be used as a tool to create additional opportunities for students to learn in our courses.

Participants should bring six copies of a variety of tests currently being used in their classes.

12:00 - 1:30 p.m. Lunch

Box Lunches available

1:30 - 3:30 p.m.
"Learning Collaboratively" and "Assessing Ourselves and Our Students"
(continued)

APPENDIX B:
SCHEDULE OF WORKSHOPS 1990-91 AND 1991-92

WORKSHOP SCHEDULE
AACJC-Kellogg Beacon Project--11 October 1991
St. Louis Community College-Meramec
11333 Big Bend Blvd.
St. Louis, Missouri 63122
Student Center Room 200-201

9:00 - 9:30 a.m.

Pickup materials for workshops and drop off videotapes for dubbing.

9:30 a.m. - 12 noon

"Introducing Classroom Research" by **Joseph Dunne**

Overwhelmed by standardized tests, soft lead pencils and national norms? Got the assessment blues? Wondering what students are learning in your classroom, if any change is taking place? Classroom Research, a strategy developed by K. Patricia Cross, UC-Berkeley, offers an approach to those concerns. It helps faculty members focus on learning where it really counts--in their own classes. Using flexible, non-technical assessment techniques, Classroom Research provides useful feedback on how students are learning. This workshop will introduce you to Classroom Research and to assessment techniques which not only inform you about learning in your classroom but also enable students as learners.

12:00 - 1:00 p.m. Lunch

Box Lunches available

1:00 - 2:00 p.m.

"Microthemes" by **Maureen Murphy**

We have looked at Writing to Learn - particularly journals - in earlier Beacon Sessions, but let's look at another simple, easy-to-grade way of incorporating writing into the classroom, the microtheme. Microthemes are short, often less than 250 words, responses to course material in which the students articulate key concepts for you and for themselves. Because microtheme assignments are short and non-threatening (to students as well as overworked faculty), creative possibilities abound. By giving students the opportunity to explore important ideas IN THEIR OWN WORDS, you'll find they'll think more deeply about your course, retain more information, and be more engaged in discussion. What more could any instructor want?

2:00 - 3:00 p.m.
Small Groups
Checking in with Classroom Projects

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APPENDIX B:
SCHEDULE OF WORKSHOPS 1990-91 AND 1991-92

WORKSHOP SCHEDULE

AACJC-Kellogg Beacon Project--21 November 1991

Lodge of the Four Seasons
The Valencia Room
Lake of the Ozarks

9:00 a.m. - 12 noon

"Reading Actively is Thinking Critically" **Mary L. Lott**

One cannot address the topic of reading without also addressing the topic of thinking...for reading is thinking. Educators, looking into the future portend class rooms inundated with enervated students excited with learning in which they are actively involved. This learning suggests curricula emphasizing readers' existing knowledge and a set of reading strategies that good readers use in a metacognitive, regulatory way.

Speculation abounds as to the number of strategies useful for active reading and the relative power of one strategy as compared to another. This workshop will emphasize major strategies instructors may use with their students to monitor and foster comprehension through active reading and critical thinking.

12:00 - 1:00 p.m. Lunch

Box Lunches Available
(The Beacon Project will pick up the cost of the lunch.)

1:00 - 2:30 p.m.

"Thinking Across the Disciplines" Panel Discussion
(Panel Members to be Announced)

How much do we really know about critical thinking skills in disciplines other than our own? To what degree is analysis in a humanities course different from an analysis of word problems? How did we ourselves learn the critical thought processes of our disciplines? Can in-class assignments and teaching approaches aid students in gaining those skills we may take for granted? Indeed, can we learn to discuss <u>how</u> we do <u>what</u> we do across the disciplines with a common vocabulary, recognizing distinctions among key words like "analysis," "observation," "conclusion"? A panel of Beacon participants from across the disciplines will define for us the thought processes students need to succeed in their classes and assignments they have found useful in promoting such habits of mind. We will engage in small group discussions, primed toward these "schools of thought," and conclude with a full-house summary of Critical Thinking Across the Curriculum.

APPENDIX B:
SCHEDULE OF WORKSHOPS 1990-91 AND 1991-92

WORKSHOP SCHEDULE

AACJC-Kellogg Beacon Project--14 February 1992

Mineral Area College
Flat River, Missouri
North College Center

9:00 a.m. - 12 noon

"Student Diversity and the Learning Environment"

Fredna Scroggins **Judy Leach**
Pre-Professional Education/Psychology
SLCC-Meramec

All of those learning styles! How is a busy teacher supposed to try to meet all of those differences? What about those non-traditional students?

If you are puzzled by the differences among your students and want to generate some ideas for working with those differences, the 4-MAT System may be the missing piece.

The 4-MAT System was developed by Bernice McCarthy from a synthesis of research on learning styles by David Kolb. In this System McCarthy suggests a model for designing lessons which not only convey information but also provide opportunities for students to apply that information and to seek the hidden possibilities. This model not only helps students answer the question of what, it also addresses, "Why? How? and What if?"

12:00 - 1:00 p.m. Lunch

Buffet Lunch
(The Beacon Project will pick up the cost of the lunch.)

1:00 - 2:30 p.m.

"Collaborative Learning"

Rosemary Thomas
English Department
SLCC-Meramec

Barbara Eubanks
Learning Center/Teacher Education
Longview Community College

In this session, we will consider do's and don't's for successful use of learning groups in the classroom. Some considerations will include group size, types of activities, how to select optimal groups, how to deal with interpersonal problems, how to train students to be good group citizens, how to convince students that working in groups is important and desirable and can enhance their performance rather than dragging down their grades.

APPENDIX B:
SCHEDULE OF WORKSHOPS 1990-91 AND 1991-92

WORKSHOP SCHEDULE
AACJC-Kellogg Beacon Project--3 April 1992
Jefferson College
Hillsboro, Missouri
Library 201-203

9:00 - 11:00 a.m.

"Assessing Ourselves/Assessing Our Students"
Barbara Thompson
Language Arts Consultant
Hazelwood School District

The cry for a National Teacher Exam makes it sound as if it would be easy to assess ourselves. But teachers know that assessment is not that easy. Where would we begin to assess ourselves? And are we sure that we would really want to?

"Reflective practice," or inquiry-oriented teaching, is one method of individual self-assessment. The reflective educator uses narrative inquiry to engage in a cycle of thought and action based on professional experience. We will examine four basic questions for reflective practice. To assess ourselves institutionally, we will look at "Invitational Education" and work through Dr. Judy Brown Lehr's 5-P model for assessing and improving schools.

As we consider student assessment, we will first expand upon the material on multiple intelligences from the February 14 workshop. (You may want to bring the February 14 booklet with you.) We will also consider whether authentic and performance student assessments will provide a more accurate picture of our increasingly diverse students than standardized tests. Finally, we will look at specific tools to use in setting up a portfolio assessment of writing.

11:00 - 11:15 a.m. Break

11:15 a.m. - 12:15 p.m.

"Ability-Based Education--Fad or Meaningful Change?"
Jack Smith **Rick Wuertz**
English/Communications
North Central Missouri College

We believe ability-based education is different from the status-quo and is a logical step for improving the system within which most of us operate. The traditional information-based curriculum and resulting pedagogy is inadequate for meeting the needs of our students who must operate in a world where "to know" is not enough--one must be able "to DO."

This workshop explores the do-it-ourselves process of meaningful change: changing our thinking; changing what we're doing in the classroom; encouraging our colleagues to change; changing our institutions.

We'll share the results of our attempts and offer you ways to develop your own plan for change. But we want you to leave the workshop with more than our thoughts. Exercises to help you articulate your own project for meaningful change are an important part of what we'll be doing.

It's time that we stop the bashing from the political fixers with a revolution from the grassroots. The time for empowering ourselves and our students is NOW. Come join us!

APPENDIX B:
SCHEDULE OF WORKSHOPS 1990-91 AND 1991-92

AACJC-Kellogg Beacon Workshops
3 April 1992 (continued)

12:15 - 1:15 p.m. Lunch
(The Beacon Project will pick up the cost of the lunch.)

1:15 - 2:30 p.m.

Small groups followed by full group discussion
Moderator: Elizabeth M. Mahony, Project Director

Quo Vadis?

Anyone remember that old novel, its movie version, or a modicum of Latin? Questions to be probed through small group work include "where are we going" now that AACJC Beacon funding has ceased? In preparation for our afternoon seminar, I would like all of us to consider how we can maintain and extend connections we have forged after the grant has gone. Underscoring this exploration, we should also consider the following questions:

--what specific problems centered on students-at-risk or "non-traditional learners," do I anticipate encountering on the classroom level within the next few years?
--given carte blanche and the funds to cover such a spree, what kinds of changes, directly related to pedagogical issues, would I like to see within my institution?
--within my institution, how would I most like to effect changes among my colleagues?
--within my local community of educators, how can I begin to establish--or maintain--inter-institutional links?
--as a state-wide group of educators, how can we maintain and strengthen our network, giving and taking from our collective expertise?

2:30 - 3:00 p.m.
Question & Answer Period

APPENDIX C:
A BIBLIOGRAPHY OF MATERIALS,
GENERATED THROUGH THE KELLOGG BEACON PROJECT

(Materials are arranged chronologically from the opening to the closing Sessions)

Boehm, Lorenz and Lynda Jerit. "Natural Allies: Writing, Teaching, and Critical Thinking." 12 October 1990. (Spiral Bound).

Videotapes:
"Critical Thinking with Lorenz Boehm" (1 hr. 50 min.)
"Writing to Learn with Lynda Jerit." (1 hr. 40 min.)

McGowan, Marilee and Bill Taylor. "Reading Strategies: A Key to Unlock Critical Thought." 15 November 1990. (unbound).
_____. "What is Critical Thinking in Your Discipline?" (unbound).
Taylor, Bill. "What are the Most Important Critical Thinking Skills in Your Discipline?" 15 November 1990. (unbound).

Videotapes:
"Reading Actively with Bill Taylor" (1 hr. 54 min.).
"Thinking Across the Disciplines with Bill Taylor" (0 hr. 52 mins.).

Boehm, Lorenz and Lynda Jerit. "Natural Allies: Writing, Teaching and Critical Thinking--Spiralling Assignments." 8 February 1991. (Spiral Bound).

Videotapes:
"Sequencing Activities with Lynda Jerit." (2 hrs. 0 min.)
"Leading Classroom Discussions with Bill Taylor" (1 hr. 9 min.).

Rubin, Alan and Walter Bobkiewcz. "Collaboration and Testing: Common Elements in Critical Literacy." 5 April 1991. (Spiral Bound with unbound addendum).

Videotapes:
"Collaborative Learning with Alan Rubin and Walter Bobkiewicz" (1 hr. 40 min.).
"Assessing Ourselves with Alan Rubin and Walter Bobkiewicz" (1 hr. 20 min.).

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A BIBLIOGRAPHY OF MATERIALS,
GENERATED THROUGH THE KELLOGG BEACON PROJECT

WORKSHOPS--1991-92

"Year's End Commitment Sheets: An Anthology of Projects to be Undertaken by Kellogg-Beacon Participants in Fall/Spring Courses 1991-92." (2 vols) 30 June 1991. (Spiral Bound).

Dunne, Joseph F. and Maureen Murphy. "Classroom Research" and "Writing to Learn." AACJC Kellogg Beacon Grant Seminars 11 October 1991. (Spiral Bound).

Videotapes: (to be completed by August 1992)
"Classroom Research, the Cross-Angelo Model with Joseph F. Dunne."
"Writing to Learn with Maureen Murphy."

Lott, Mary. "Reading Actively" and "Thinking Across the Disciplines." AACJC Kellogg Beacon Grant Seminar 21 November 1991. (Spiral Bound).

McManus, Laurie. "Critical Thinking and Math." 21 November 1991 (unbound).

Videotapes: (to be completed by August 1992)
"Reading Actively is Thinking Critically with Mary Lott."
"Critical Thinking Across the Disciplines with Bernard Weinrich, Laurie McManus, and Elvis G. Clark."

Eubanks, Barbara, Judith Leach, Fredna Scroggins, and Rosemary Thomas. "Student Diversity and the Learning Environment" and "Collaborative Learning." AACJC Kellogg Beacon Grant Seminars 14 February 1992. (Spiral Bound).

Videotapes: (to be completed by August 1992)
"Student Diversity and the Learning Environment with Judy Leach and Fredna Scroggins."
"Collaborative Learning with Barbara Eubanks and Rosemary Thomas."

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GENERATED THROUGH THE KELLOGG BEACON PROJECT

Smith, Jack, Barbara Thompson, and Rick Wuertz. "Assessing Ourselves/Assessing Our Students" and "Ability-Based Education: Fad or Meaningful Change." AACJC Kellogg Beacon Grant Seminars 3 April 1992. (Spiral Bound).

Videotapes: (to be completed by August 1992)
"Assessment with Barbara Thompson"
"Ability Based Assessment with Jack Smith and Rick Wuertz"

"Building Community from Diversity: Connecting Students to Their Learning Environments: An Anthology of Final Projects." Final Report to AACJC and the W.K. Kellogg Foundation, 30 June 1992.

Those interested in ordering any of the above entries are invited to send a request to:

Elizabeth M. Mahony
CN 117 English Department
11333 Big Bend Blvd.
St. Louis, Mo. 63122

If you wish to obtain dubbed copies of the seminars, please send us blank, namebrand VHS tapes. Two 120 minute tapes should accomodate both morning and afternoon sessions. Editing of the 1991-92 year Seminars will be completed by August 1992.